R E P O R T R E S U M E S

ED 012 634 RC 000 869

THE IMPACT OF NEW IDEAS, 1963-1964. A PROGRESS REPORT OF THE COMPREHENSIVE PROJECT AND OF AREAS OF DEVELOPMENT AND INNOVATION IN THE EDUCATIONAL PROGRAM.

BY- UNRUH, GLENYS G.
UNIVERSITY CITY SCHOOL DISTRICT, MO.

PUB DATE 1 SEP 64

EDRS PRICE MF-$0.50 HC-$2.48 62P.

DESCRIPTORS- *CURRICULUM, SCHEDULING, LEARNING, *MATERIAL DEVELOPMENT, LANGUAGE, ELEMENTARY GRADES, SECONDARY SCHOOLS, LIBRARIES, ENGLISH, SCIENCES, STUDY SKILLS, INSERVICE PROGRAMS, MATHEMATICS, MUSIC, READING, SUMMER PROGRAMS, TEAM TEACHING, TEACHER AIDES, TEACHING LOAD, GROUPING, NONGRADED PRIMARY SYSTEM, CONSULTATION PROGRAMS, *EDUCATIONAL PROGRAMS, ADMINISTRATION, *INSTRUCTIONAL INNOVATION, FORD FOUNDATION, UNIVERSITY CITY

A COMPREHENSIVE PROJECT OF IMPROVEMENT IN LEARNING FOR CURRICULUM DEVELOPMENT WAS ESTABLISHED BY THE UNIVERSITY CITY, MISSOURI, SCHOOLS UNDER A FORD FOUNDATION GRANT. THIS REPORT PRESENTS THE METHOD OF CHOOSING THE 28 PROGRAMS, THEIR GOALS, THEIR ORGANIZATION, AND RECOMMENDATIONS AND FUTURE PLANS OF EACH. THE LIST OF PROGRAMS BY NAME INCLUDES--(1) CURRICULUM MATERIALS, (2) DEPARTMENT CHAIRMAN PROJECT, JUNIOR HIGH SCHOOL CURRICULUM, (3) ELEMENTARY CURRICULUM PRIORITIES, (4) ELEMENTARY SCHOOL LIBRARIES, (5) ENGLISH CURRICULUM AND COMPOSITION AIDES, (6) FLEXIBLE SCHEDULING, (7) FOREIGN LANGUAGE, (8) HOW TO STUDY, (9) INQUIRY AND THE PROCESS OF EDUCATION, (10) INSERVICE EDUCATION, (11) KINDERGARTEN, (12) MATHEMATICS, (13) MUSIC, (14) NEWSPAPERS IN THE CLASSROOM, (15) PROBLEM LEARNERS, (16) READING, (17) SCIENCE, (18) SOCIAL STUDIES, (19) SPELLING-WRITING PROJECT, (20) STUDY-TEACHER PROGRAM WITH GEORGE PEABODY COLLEGE, (21) SUMMER CURRICULUM PROJECT FOR TEACHERS, (22) SUMMER SCHOOL, (23) TEACHER AIDES, (24) TEACHER LOAD AND JOB ANALYSIS, (25) TEAM TEACHING, GROUPING FOR LEARNING AND NONGRADING IN THE ELEMENTARY SCHOOLS, (26) TEAM TEACHING IN AMERICAN HISTORY AND AMERICAN LITERATURE, SENIOR HIGH SCHOOL, (27) TEAM TEACHING IN JUNIOR HIGH SCHOOLS, AND (28) TECHNOLOGY. THE DOCUMENT INCLUDES LISTS OF ADMINISTRATORS, COORDINATORS, ADVISORS, COMMITTEES, AND SCHOOLS VISITED WHICH WERE PART OF THIS PROJECT. (JH)

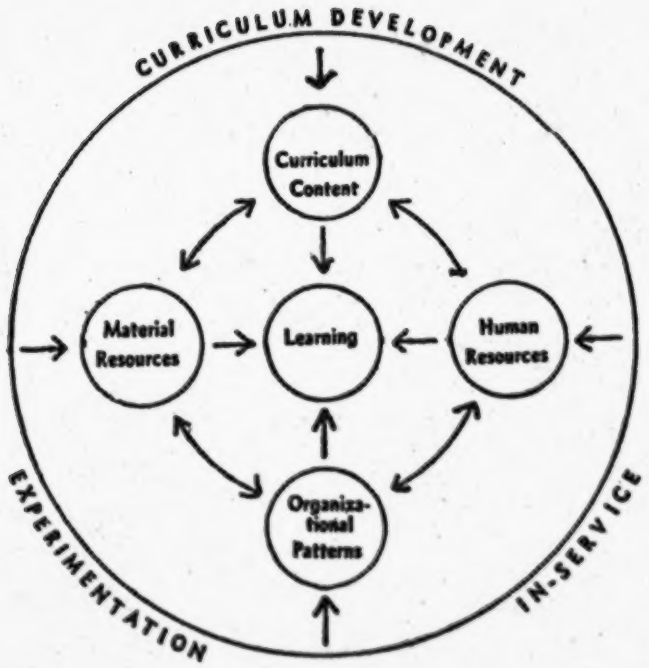
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED012634

The Impact of New Ideas

1963 - 1964



School District of University City, Missouri

RC 000 869

The Impact of New Ideas

1963 - 1964

School District of University City, Missouri

A Progress Report
of the
Comprehensive Project
and of
Areas of Development and Innovation
in the Educational Program

Gleaves G. Unruh
Project Coordinator

September 1, 1964

CONTENTS

	pages
THE SETTING	4
THE COMPREHENSIVE PROJECT	
Preparation	6
Needs and Priorities	7
Pattern	10
Traveling Teams	11
Where the Money Went	12
Evaluation	12
AREAS OF DEVELOPMENT AND INNOVATION	
Curriculum Materials for Teachers	16
Department Chairmen Project, Junior High Schools	17
Elementary Curriculum Priorities	18
Elementary School Libraries	18
English Curriculum and Composition Aides	20
Flexible Scheduling	21
Foreign Language	23
How to Study	25
Inquiry and the Process of Education	25
In-Service Education	26
Kindergarten	27
Mathematics	29
Music	31
Newspapers in the Classroom	32
Problem Learners	32
Reading	34
Science	37
Social Studies	39
Spelling-Writing Project	41
Study-Teach Program with Peabody College	41
Summer Curriculum Projects for Teachers	41
Summer School	42
Teacher Aides	43
Teacher Load and Job Analysis	44
Team Teaching, Grouping and Nongrading in the Elementary Schools	45
Team Teaching in American History and Literature Senior High School	49
Team Teaching in the Junior High Schools	50
Technology	51
PEOPLE	
Visiting Consultants	54
Board of Education	55
Administrators, Coordinators, Resource Persons	55
Committees and Councils	56
Traveling Teams and Individuals	60
Convention and Conference Attendance 1963-64	63

THE SETTING

The schools of University City, and schools across the nation, are pressed by problems of exploding knowledge, mounting costs, changing student needs, and increasing demands for excellence. The usual methods of keeping up-to-date through occasional in-service courses, summer courses, and acquisition of new materials no longer suffice. Major changes are mandatory if this or any school system can meet the demands of a new age.

That these demands are being met head-on by the School District of University City is evidenced by the content of this book. Many improvements are being made at the same time and most of them are interrelated.

Teachers are revising course content, improving their methods of instruction, and drawing on new and broader resources and materials. Old emphases are giving way to new emphases. Textbook centered courses are giving way to broader curriculum design, accumulation of facts to inquiry, graded organization to continuous progress through ungrading, self-contained classrooms to teamwork and sharing, minimal resources to strong impact of resources, and rigid schedules are giving way to flexible schedules.

The information in the following pages was drawn from numerous reports, from visits to schools, and from interviews with faculty members and principals. Dr. Eugene A. Diggs, Director of Instruction, provided valuable consultative advice in the preparation of this volume.

G.G.U.

The Comprehensive Project

THE COMPREHENSIVE PROJECT

The Comprehensive Project for Improvement in Learning is a system-wide curriculum development project made possible by a grant of $266,000 from the Ford Foundation for a period of three and one-half years beginning April 1, 1963. The grant is a recognition of the professional attitude of teachers and administrators, of the soundness of projects already undertaken, and of the potential output of the University City Schools.

The purpose of the Comprehensive Project is to interrelate new emphases in curriculum content, organization and resources in a balanced pattern, so that learning is improved for each student from kindergarten through twelfth grade.

PREPARATION FOR THE COMPREHENSIVE PROJECT

ADVISORY COMMITTEES

Two advisory committees were appointed by the Superintendent and the Board of Education at the outset of the project. The faculty advisory committee is composed of ten classroom teachers and administrators and its role is to screen proposals that are submitted for use of the funds. A citizens committee of forty-two persons from all sections of the school district serves as a sounding board to discover how ideas recommended by the staff are being accepted by the community and to help determine what constitutes quality education in University City. Members of these committees are listed on a later page of this book.

THE CONFERENCE OF JUNE 1963

To set the course for the Comprehensive Project fifty teachers and administrators throughout the school system were invited to attend a two-day conference in June 1963. Dr. William Alexander of George Peabody College was selected as the conference consultant. The conference participants were charged to study ten statements of beliefs[1] of our school system, to ask themselves where we are now as a school system in relation to each of these beliefs, and to determine the needs of our educational program to which attention might well be given during the three years of the project.

---

[1] A working list of basic beliefs of the school system provided a frame of reference for making decisions at the conference. (1) The educational program of the University City public schools should strengthen and perpetuate the American way of life, which means working toward democratic, ethical and moral values. (2) The schools should enable each child to develop to his greatest potential both for his own success and happiness and for his maximum contribution to society in the American way of life. (3) The best possible learning environment for intellectual growth should be provided in our schools, with emphasis not only on mastery of essential facts and skills but on thinking, reasoning, depth, originality, and a continuing quest for knowledge. (4) The educational program for each student should be balanced to meet his physical, social, esthetic, and emotional needs as well as academic needs. (5) The educational program should meet the challenge of the changing conditions in our country and the world. (6) The educational program should be orderly and consistent with children's developmental needs, good mental health practices, and with the principles of learning. (7) An active, functional, constant, mutually planned, and flexible appraisal of professional growth should be considered essential to insure high standards and soundness of the educational program. (8) Material and human resources should be used effectively in the University City public schools to strengthen and broaden the educational program. (9) In arriving at policy decisions, all of the facts should be determined and intelligent decisions made cooperatively. Policy should be carried out in practice. (10) The curriculum should be of the very best quality that can be provided within the financial structure provided by the community.

At the opening general session of the conference, Dr. Robert S. Gilchrist, superintendent, emphasized that to be meaningful the Comprehensive Project must be fruitful in the classroom. He said, *"We must attempt to see pilot projects, curriculum development and in-service education with one focus: better learning for the pupil. Organization, staff utilization, technological possibilities, methods, and curriculum content are all a part of the project and of the ongoing program. The project offers an unusual opportunity to keep abreast of national curriculum developments, to test them out, to evaluate them and to incorporate the best ideas."*

Dr. William M. Alexander discussed "Basic Considerations for Curriculum Improvement." He challenged University City to discover a long needed formula for curriculum development and suggested this IDEAL for our consideration:

I dentification of needs and priorities
D etermination of innovations worth trying
E valuation of innovations
A ssimilation of proven innovations
L iberation and diffusion of ideas

"The ultimate criteria will be the sum total of improvement in interests and skills of each learner and the development of highly motivated, self-propelled human beings for life-long goals," said Dr. Alexander.

With this charge and with the ten beliefs of our school system in mind, the conference participants were divided into small discussion groups which alternated with general sessions for two days of work. The conference concluded with a list of needs for our educational program to which additions could be made and priorities assigned by the total school faculty.

NEEDS AND PRIORITIES

JUDGMENTS OF TEACHERS AND CITIZENS

Early in September the faculty was surveyed for suggestions of other educational needs than those which appeared on the conference list. A final list of twenty-six needs was compiled into a forced choice questionnaire which was submitted to each of the 430 teachers in University City and to the forty-two members of the citizens committee. Each teacher and citizen was asked to choose the nine "needs" he considered to be most important and the nine he considered to be least important. The forcing of the choices was deliberate since it permitted ranking of the order of priorities.

There was considerable agreement between the relative importance of needs as judged by teachers and their importance as judged by citizens. For the twenty-six needs the two sets of ranks correlated .74 showing a fair communality of opinion. The statistical study was made by Dr. Philip DuBois, consultant on evaluation, and a more detailed report is available from the Comprehensive Project Office.

RESULTS OF THE NEEDS AND PRIORITIES SURVEY.

Fourteen needs on the list were named at the conference and twelve were added from faculty suggestions in September. Mathematics and science were selected before this survey was made and funds from the Comprehensive Project were allotted to those fields early in the project.

Comparison of the rank order of priorities assigned by citizens and teachers is shown in the left columns. The forced choice technique inevitably resulted in low priorities as well as high. This does not mean that some are thought to be unimportant, but rather that they are already well provided for or that they should be managed in some way other than through the Comprehensive Project.

SURVEY OF NEEDS OF THE EDUCATIONAL PROGRAM

Rank Order Teachers	Citizens	
1	3	**PROBLEM LEARNERS AND THE NONCOLLEGE-BOUND.** *Improve the programs for the noncollege-bound, unmotivated, slow or disadvantaged learners.
2	9	**TEACHER LOAD.** *Make a study of better staff utilization to meet the problems of teacher-time needed for curriculum development.
3	1	**READING.** *Improve instruction in reading at all levels.
4	5	**CONCERN FOR THE INDIVIDUAL.** Study the type or nature of the child being taught; develop programs to meet extreme differences in the class whether superior, average or slow.
5	10.5	**MARKS, PRESSURES, MENTAL HEALTH.** *Study the effect of marks, report cards and pressures on children. Work for positive motivation.
6	2	**COOPERATIVE TEACHING.** *Introduce more cooperative teaching arrangements to provide for better planning, better use of teacher competencies and time for teacher-pupil conferences.
7	17.5	**VALUES.** Examine the nonacademic curriculum; are we teaching for ethical and moral values and getting children ready for change?
8	19	**BALANCE.** Cull the elementary curriculum of anything that should be discarded before adding new subjects.
9	8	**NEW TEACHER ORIENTATION.** *Provide for better induction and orientation of new teachers through internships or other arrangements.
10	6.5	**SOCIAL STUDIES.** *Restudy the entire kindergarten through 12th grade span of offerings in social studies.
11	13.5	**UNGRADING.** *Work toward further ungrading as a means of individualization and as the concept that embodies many of the others on this list. (Example: In the elementary nongraded reading program, a child placed in a second grade room may be receiving reading instruction on a level above or below second grade if his achievement warrants.)
12	4	**COMMUNICATION SKILLS IN LANGUAGE ARTS.** Find new ways such as the linguistic approach to improve spoken and written expression by students.
13	17.5	**GUIDANCE, ELEMENTARY.** Expand the elementary guidance program. This is needed to help emotionally disturbed children.
14	20	**CAREER TEACHING.** Establish a more professional atmosphere to reach the goal of scholar-teachers.
15	6.5	**SPELLING.** Re-examine present methods with the aim of improving instruction so that spelling learnings carry over into daily use.
16	16	**PROGRAMMED LEARNING.** *Expand the use of programmed instruction materials.

*Needs named at the conference for the Comprehensive Project.

Rank Order Teachers	Citizens	
17	13.5	**CULTURAL HERITAGE.** *Establish a program to provide opportunities to interpret our cultural heritage to students; to strengthen and perpetuate the American way of life.
18	12	**WAYS OF LEARNING.** *Increase the emphasis on better ways to use resources.
19	10.5	**TEACHER APPRAISAL.** *Study the present teacher appraisal program and recommend changes for improvement.
20.5	22	**STAFF COMMUNICATION.** Provide for more discussion within buildings and within departments on common problems, current practices and new developments. Circulate written studies made by staff members.
20.5	25	**ELEMENTARY LIBRARIES.** *Seek professional help in improving the elementary libraries and helping teachers use the library services effectively.
22	21	**JUNIOR HIGH ENGLISH GROUPING.** Coordinate the grouping practices in English for an effective program.
23	15	**HOMEWORK.** Assess homework demands at all levels to determine whether too much or too little is being assigned.
24	23.5	**HEALTH.** Be more concerned about the physical well-being of the child.
25	23.5	**FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL.** *Provide opportunities for selected teachers of elementary foreign language to study abroad.
26	26	**COMMUNICATION WITH THE COMMUNITY.** Stress the point that every teacher and other employee is a representative of the school system. Include anyone who answers office phones.

*Needs named at the conference for the Comprehensive Project.

THE PATTERN OF THE COMPREHENSIVE PROJECT

Following the survey of needs, immediate steps were taken for action. In general, the development of the Comprehensive Project has followed the pattern below. Within the various subprojects these stages may be occurring successively or may be occurring somewhat concurrently.

IDENTIFICATION OF NEEDS, PRIORITIES	SURVEY OF POSSIBLE SOLUTIONS	TRY OUT OF NEW APPROACHES	EVALUATION, RECOMMENDATION FOR FUTURE ACTION
Assessment of Where We are in Relation to Our Goals	Survey of Research Findings and Professional Literature	Committee Action	Continuous Evaluation from the start
Poll of the Faculty on the Needs of Our Educational Program	Advice from Experts Inside and Outside of the System	Classroom Tryouts	Statistical Analysis
Poll of the Citizens Committee	Visits to Promising Schools and Centers	Pilot Projects	Staff Judgment and Outside Experts' Judgment
	Discussion, Interaction	Intensive Studies	Student Reaction
		Introduction of New or Revised Programs	Community Reaction
			Recommendations to Superintendent for Future Implementation

TRAVELING TEAMS

Sixty-five staff members organized into traveling teams visited new curricular and organizational programs across the country this year under the Comprehensive Project. Responsibilities assumed by the visiting teams included pre-planning sessions, study of related writings, follow-up discussions, presentations in the home district, and active assistance in bringing in desirable changes.

Each traveling team compiled a composite list of observable practices on return, and each member checked: "recommend", "reject", "undecided" or "didn't observe" on the separate items. At the close of the Comprehensive Project we hope to be able to study the effects of traveling teams by noting to what extent the "recommended" practices came into our schools.

The traveling teams of the Comprehensive Project were only a part of the travels of the University City professional staff this year. Several visits were underwritten in whole or part by the regular school budget. Nineteen elementary teachers studied French in Paris, seven studied Spanish in Mexico City, and one person attended a reading conference at Oxford University in England.

One hundred three persons attended sixty-nine professional conventions and conferences such as the National Association of Secondary School Principals, Department of Elementary School Principals, Association for Supervision and Curriculum Development, National Council of Teachers of English, Modern Language Association, and others.

Persons who visited schools and curriculum centers are listed on the final pages of this volume.

WHERE THE MONEY WENT

During 1963-1964 funds from the Comprehensive Project were spent or committed for these subprojects and studies:

Coordination, Conferences and Consultants

Department Chairmen, Junior High Schools

English Consultants and Composition Aides

Evaluation, Data Processing and Computer Service

Flexible Scheduling in the Secondary Schools

Inquiry Training and Process of Education

Kindergarten Placement and Gesell Program

Mathematics Modernization

Needs and Priorities Survey

Problem Learner Project

Reading Projects

Released Time for Teachers

Science Sequence and BCS Program

Social Studies Improvement in the Secondary Schools

Spelling-Creative Writing Project at Brittany Junior Highschool

Teacher Aides for Team

Teacher Load and Job Analysis

Team Teaching in American Literature and American History, Senior High School

Team Teaching in the Block Program, Junior High Schools

Traveling Teams

EVALUATION: AN INTERGRAL PART OF THE COMPREHENSIVE PROJECT

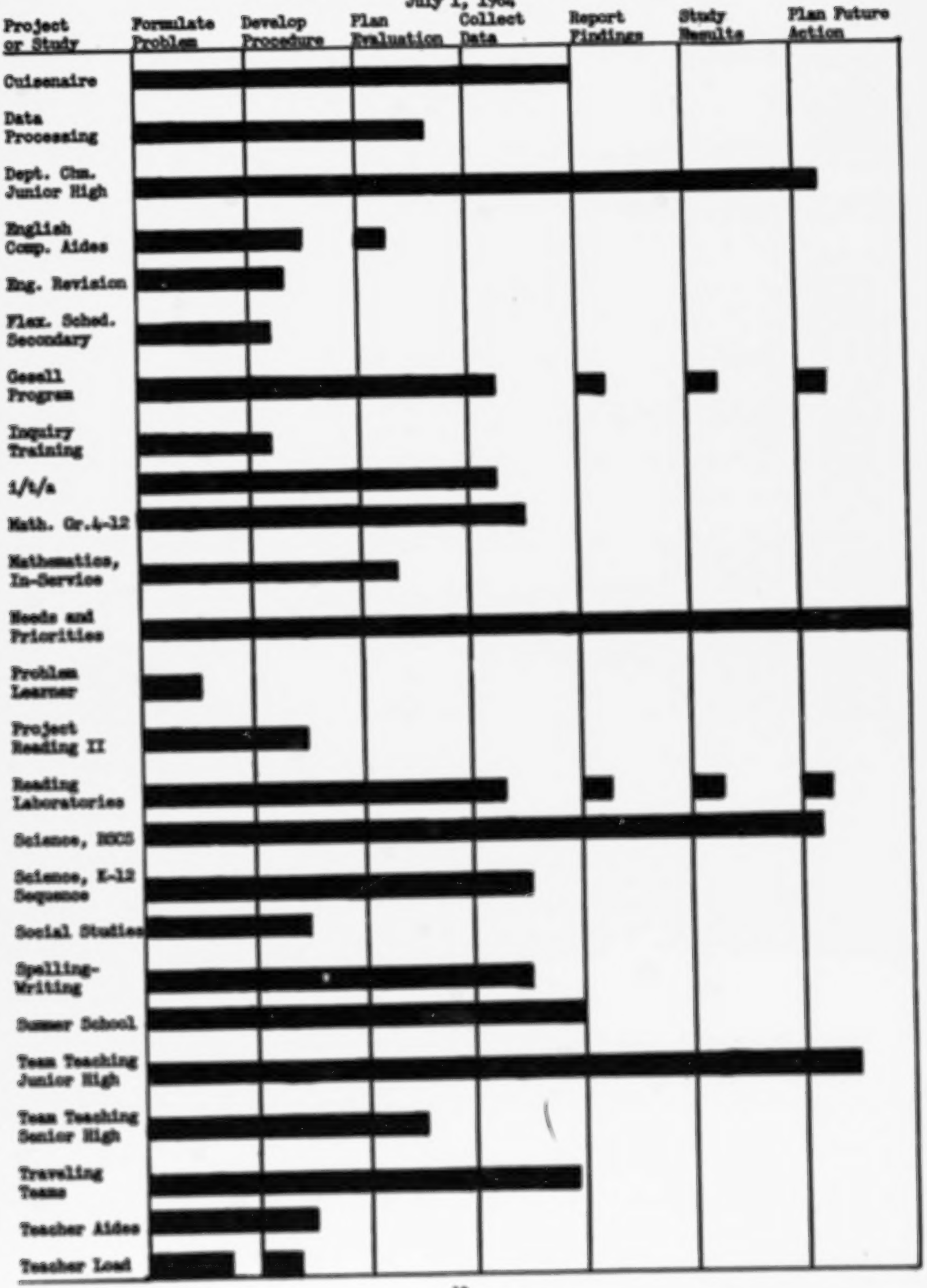
Dr. Philip H. DuBois of Washington University is serving as consultant on evaluation and research design; Mr. James Burmeister, Washington University, is the statistical assistant; and Dr. James M. Dunlap, in charge of testing and research for the University City Schools, has assumed responsibility for carrying through on evaluation plans after they have been outlined. Plans for evaluation are made by the teachers involved in the various subprojects working cooperatively with Dr. DuBois and the evaluation team.

No one single pattern or design is applicable to the evaluation of all subprojects. In some cases experimental control groups are feasible; in others, statistical methods of control are used by drawing from data normally available; and in many cases the judgments of the persons concerned are of the most importance.

Steps have been taken to translate data from student records for use in the computer at Washington University. Under the supervision of Mr. Burmeister, centers for collecting data have been prepared for all University City pupils from kindergarten through grade twelve. IBM cards have been punched in a system which provides an identification card for each pupil and a separate card for each year he has completed in school. Each pupil has been assigned an identification number so that he can be identified by code. By September 1964 data processing will be available for statistical studies of the University City Schools.

The following graph illustrates the present status of each subproject. Detailed reports of evaluation plans and data are available through Dr. Dunlap's office.

PRESENT STATUS OF COMPREHENSIVE PROJECT STUDIES
July 1, 1964



Areas Of Development And Innovation

CURRICULUM MATERIALS FOR TEACHERS

MATERIALS CENTER

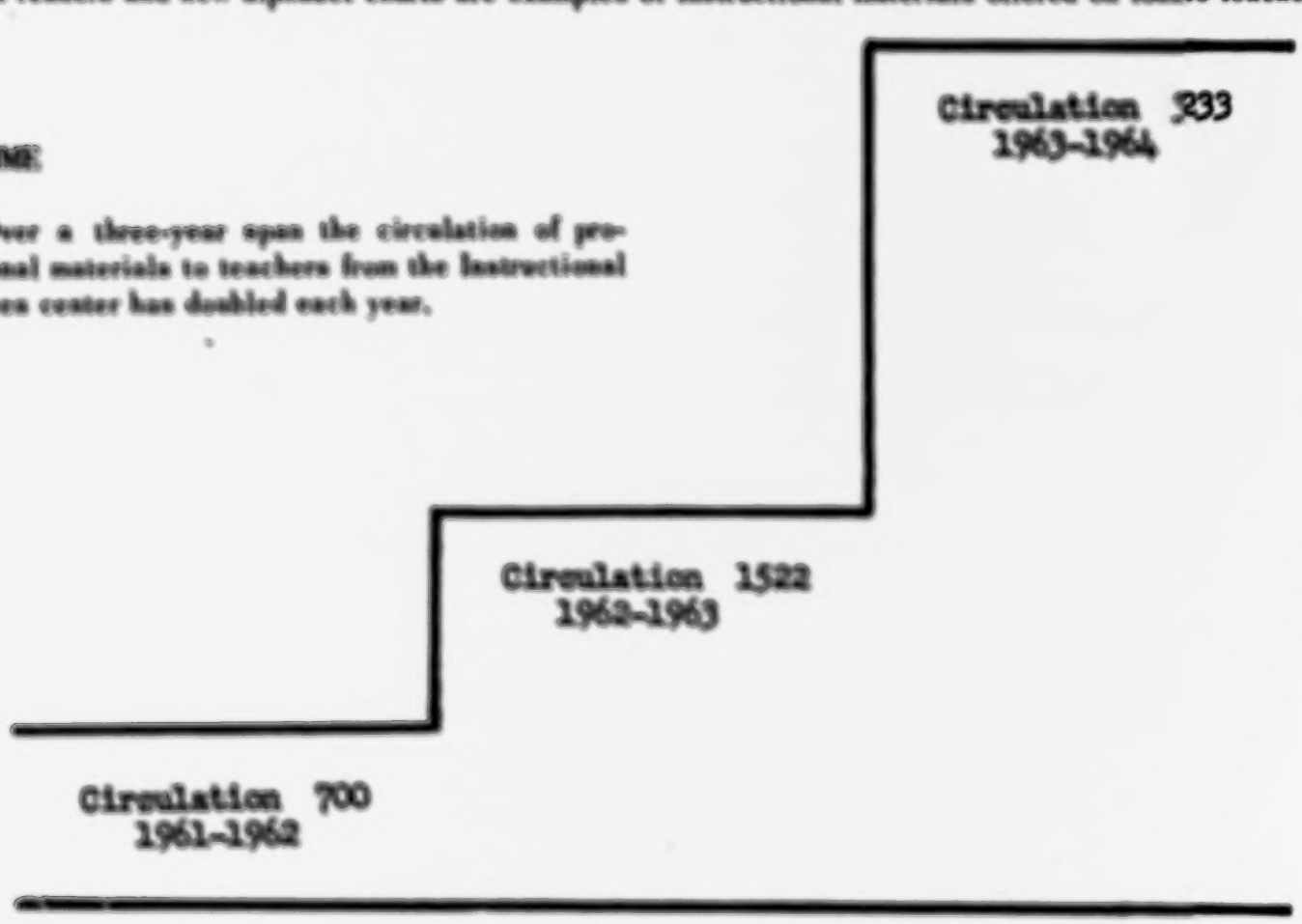
The Instructional Services Center at the Ward Building offers teachers a lending service of professional materials. Once a month a Materials Memo listing new acquisitions is sent to all teachers and an annual catalog provides a cumulative list. Teachers frequently visit the center in person to borrow materials. Most of the lending service takes place over the telephone, however. Teachers in the schools telephone their requests to Mrs. Merle Soule, secretary for materials at the Instructional Services Center, and receive packets through the school mail.

TYPES OF MATERIALS

Collection of professional materials related to the new curriculums has been the focus of the Center this year. Pamphlets, newsletters, magazines, bulletins and booklets from professional organizations and curriculum research centers are constantly being added. Also available in the center are programmed instruction samples, examination copies of new textbooks, publishers catalogs, curriculum guides and enrichment materials. Pictures and charts are offered for loan. These include science charts, picture portfolios, bulletin board packets, and picture study prints. Multi-level reading laboratories, electronic controlled readers and new alphabet charts are examples of instructional materials offered on loan to teachers.

VOLUME

Over a three-year span the circulation of professional materials to teachers from the Instructional Services center has doubled each year.



DEPARTMENT CHAIRMAN PROJECT, JUNIOR HIGH SCHOOLS

RELEASED TIME

Would released time of one period a day for departmental chairmen at the junior high school level serve to accelerate curriculum development? This question was explored during the 1963-64 school year by a Comprehensive Project study at Hanley and Brittany Junior High Schools.

For many years in University City, senior high school department chairmen have been released one period a day to take care of their added responsibilities. This has not been the custom for junior high school chairmen.

Four persons explored the possibilities: Mr. Bert Greenstreet, social studies, Hanley Junior High School; Mr. Fred C. Chipman, mathematics, Hanley Junior High School; Mr. Earl Tidrow, mathematics, Brittany Junior High School; and Miss Lois E. Hachtmeyer, English-social studies, Brittany Junior High School.

METHOD OF EVALUATION

A study was planned with the help of Dr. Philip DuBois, consultant. The first step was to get a picture of the department chairman's job at both the junior and senior high school level by making a job analysis survey. Included in the analysis were responsibilities, duties performed, and time required. From these reports an eight-page check list of duties, classified by type of responsibility, was prepared. Junior high school chairmen with and without released time were asked to estimate the amount of time spent in each activity.

Junior high chairmen with released time spent ten and one-tenth hours each week, compared to six and three-tenths hours a week for those without released time, on departmental duties. The released time was used predominantly on curriculum-oriented activities: program development, preparation of materials, research, test construction, organization of instructional materials, consultation with staff personnel, orientation of new teachers, visitation to classrooms, and departmental meetings.

Emphasis of the department chairmen who served without released time was on ordering and distributing books, supplies and equipment; making inventories; and serving as liaison person with the principal, other departments, the staff, and other schools. A full report is available from the office of Dr. James Dunlap, testing and research.

NEXT YEAR'S PLAN

Dr. Eugene A. Diggs, Director of Instruction, reviewed the study and recommended to the Superintendent and the Board of Education that departmental chairmen in the junior high school be released one period a day as soon as this can be budgeted. For the 1964-65 school year he recommended that four chairmen who have demonstrated leadership in curriculum development be selected and released for one period a day next year, two at each junior high school. The program will continue next year with four persons as a part of the regular budget program.

ELEMENTARY CURRICULUM PRIORITIES

CURRICULUM OVERCROWDING

The overcrowded intermediate grade curriculum has been a matter of concern in University City for some time. In 1961-62 the members of the Council on the Elementary School Program made a study of "interruptions" to the basic school program. Whether some of these activities were interruptions, or were necessary aspects of a good elementary program, became a matter of study.

THE COUNCIL'S SURVEY

During the 1963-64 school year the Council attempted to determine priorities of the subjects in the curriculum.

Two questionnaires were developed to be used in the study. One questionnaire dealt with value priorities; the other dealt with the nineteen subjects which are taught in the intermediate grades of the elementary school. All of University City's elementary principals and a sampling of citizens and teachers were asked to respond to both questionnaires. The two questionnaires required forced choice; that is, each respondent was asked to assign priorities to the items.

The results of the questionnaires showed that there is a high correlation in the judgments of teachers, principals, and citizens. Value priorities of all three groups stressed reading, writing, speaking the English language, skills in listening and observing, basic concepts of mathematics, and understanding the interdependence of people.

A rank order of importance of the subjects in the elementary school curriculum placed reading at the top of the list, followed closely by written language, arithmetic, oral language, history, geography, and science. The remaining subjects of the elementary school curriculum: physical education, spelling, handwriting, health, art, government, vocal music, economics, foreign language, camping, swimming, and instrumental music were ranked somewhat lower by each of the three groups.

REORGANIZATION MAY RESULT

The next step for the Council on Elementary School Program is to consider a reconstruction of the school day in which high priority subjects receive preferential treatment and low priority subjects, even though of value, must give way to the time limitations of the school day.

ELEMENTARY SCHOOL LIBRARIES

NEW DEMANDS

In University City the elementary schools are showing an increasing interest in central libraries. The new curriculum programs are demanding libraries rich in materials to meet the demands of the present day explosion of knowledge. Independent study, self directed learning and the spirit of inquiry depend on accessible, adequate collections of a wide variety of books, reference materials, printed materials of all kinds and a range of audio-visual resources.

A NEW CENTRAL LIBRARY AT BLACKBERRY LANE SCHOOL

During the past school year with the help of volunteer mothers, and the leadership of the principal, Miss Mary Lou Wells, a central library was equipped and organized in a converted classroom at the Blackberry Lane School. Books were moved from classroom libraries into the central location and were catalogued under the Dewey Decimal System. Many new books were donated by scout groups, parents, and classes. The library was well utilized in its first year by children working on individual projects and by groups coming once a week on a regular schedule from classrooms.

MORE THAN BOOKS IN THE DANIEL BOONE LIBRARY

A modern library is developing at the Daniel Boone School. A converted classroom, an adjoining conference room, the faculty lounge, a store room, and exhibit space in the hallways have been organized into a functional elementary library. Available here are: library books, supplemental readers, encyclopedias, an unabridged dictionary, anthologies, atlases, professional books, pamphlets, magazines, and teaching units for teachers, and box files of supplementary pamphlets, clippings, National Geographic and other magazines for children.

Collections of stuffed birds and animals, butterflies, moths, bird nests, rocks, skulls, fossils, a model of a shaft mine, a display of paper making, health charts, science charts, equipment for physical and chemical science experiments, globes, maps, pictures, posters, and costumed dolls of other countries are at hand as resources. Tape recordings have been made to use in connection with dioramas and exhibits.

Conveniently located for purposes of teaching and learning are filmstrips, tapes, records, slides, filmstrip-slide projectors, individual film strip viewers, tape recorders, record players, movie projectors, opaque projectors, a microprojector, a stero-microscope, a compound microscope, and AM and FM radios.

The Suburban St. Louis Audio-Visual Center makes deliveries once a week to Daniel Boone School as well as to other schools in the area. Teachers may request specific items from the film library of more then 8800 film titles, 7500 filmstrip titles and tape library of 900 titles.

Each intermediate grade class in the Daniel Boone School goes to the library once a week. Pupil librarians, one per class, work during that time and have been trained to check out books and materials. The instructional secretary, Mrs. Helen Wilkening, is in charge. The library is also open after school and children may take as many books as they want. Much independent study, committee work, and pupil team work is being done through the facilities of the library. Five study centers for children have been arranged in the halls. Little groups of two to five children work at these centers regularly and the children seem to hold the library in high esteem as no discipline problems have occurred in the hall at the individual study centers.

Mr. H. Hays Hope, principal; Mrs. Evelyn Heicher, teacher librarian; the entire staff and student body have focused their efforts in the year just past to the development of a modern, functional library.

SYSTEM-WIDE RESOURCES

Each elementary school maintains a resource room for teachers and five schools have central libraries. Classroom library collections prevail in most buildings in addition to the central collection.

Schools in the University City School District are served by the Bookmobile from the public library which spends one day at each school twice a month. Each elementary child may check out as many as three books from the 2000 books carried in a changing collection on each trip. Teachers also borrow curriculum materials from the Instructional Services Center of the school district.

ENGLISH CURRICULUM AND COMPOSITION AIDES

IMPETUS FOR IMPROVEMENT

At least five of the twenty-six "needs" of the educational program named by University City teachers is September 1963 dealt directly or indirectly with communication skills and the teaching of English. The survey supported the position of English teachers in the secondary schools who, having completed a new curriculum guide in 1961, had now begun to work on further revisions and improvements. Theme readers, linguistics, new ideas in the teaching of composition, and the work of national curriculum projects were developments for consideration in University City, said the English teachers.

NATIONAL CURRICULUM PROJECTS

To investigate the direction of the national movement, nine teachers from University City were selected to visit Project English centers, composition centers, or English conferences and institutes between November and March.

At a dinner meeting of the secondary English teachers on March 3, reports were heard from those who had visited the curriculum centers. They had observed new attention to the interrelationship of literature, composition, and language; new sequences leading to the maturation of writing skills in clearly defined sequential steps; and a growing influence of structural linguistics on the teaching of English. The work of composition aides to English teachers was observed in the composition projects.

RECOMMENDATIONS OF THE ENGLISH TEACHERS

Following the March meeting, each English teacher was asked to submit recommendations for improvement in English in University City. A steering committee met later in March to review the recommendations and to make plans for specific action.

Some of the recommendations were thought to be most appropriate for the attention of the principal in each building. Some were brought to the attention of the department chairmen. Some were recommended for a Comprehensive Project allotment and some for the regular curriculum budget. The following list of recommendations was submitted to the administration by the steering committee:

Recommendations for the attention of English teachers:

A sequential program in composition, literature and language should be planned through the elementary, junior high and senior high.

Work toward the sequential program should begin with a summer institute or workshop for secondary teachers during the summer of 1964. An outside consultant should be brought in to work with English teachers.

A program should be developed for the use of composition aides in the secondary schools.

Attention of department chairmen:

A pool of materials for use by all English teachers in the building would be useful.

It would be good to arrange for our own teachers to exchange talents.

Attention of the principals:

A paperback bookstore for secondary students would be a useful resource in each building.

More overhead projectors would be helpful.

A double period for composition might be added to the present schedule.

Slow sections should be set up in small class sizes for maximum effectiveness.

Attention of the superintendent of schools:

The National Council of Teachers of English recommends that English teachers be assigned only 100 pupils per week to provide for more effective teaching in English.

WORK IN PROGRESS

Plans took form during May for a summer project and for a composition aide project.

Work toward a sequential program in English for the senior high school began on June 22 with a four-week workshop. Dr. Burton Wheeler, professor of English at Washington University, served as consultant to a group of senior high school teachers. These were: Miss Wanda Bowers, Mr. Earl Fendelman, Miss Marjorie Harris, Miss Ruth Rothschild, and Miss Mary Zaman. National curriculum movements in English were studied and a sequence for grades 10, 11, and 12 planned in outline form. Parts of the sequence were worked out in detail with the idea that the work will continue during the following two years and extend into the junior high school.

Twelve composition aides were employed during the summer of 1963-64 from the lay resources of our community to assist teachers of English at Senior High School and Hanley Junior High School for the 1964-65 school year. Qualifications for the aide position include a college degree with strong emphasis in English and aptitude for English as shown on an essay test, a test over grammar and usage, and a pupil-theme correction test.

Dr. Leonard Freyman of the composition project in Cleveland Heights, Ohio, will conduct a two-day workshop on September 24 and 25, 1964, to initiate the aide program. Composition aides and teachers who will be working with the aides will participate in the workshop.

FLEXIBLE SCHEDULING

WHAT IS IT?

By definition, flexible scheduling refers to a system whereby the school day is divided into modules instead of periods. For example, a school day beginning at 8:15 a.m. and concluding at 3:15 p.m. might consist of 21 modules of 20 minutes each, 14 modules of 30 minutes each, or other variations. Length and size of classes can be varied to create the kind of learning situations desired, including independent study for self-directed learning, large group instruction for listening or viewing, and small group opportunities for interaction. More effective utilization of the time and talents of teachers and of the building facilities are made possible. Flexible scheduling allows time for teacher planning and time for teacher-pupil conferences. Flexible scheduling can also eliminate some of the pressing problems of class size, communication, and clerical duties. Teacher aides, clerks, and readers should become a part of the team.

AN EXPLORATORY YEAR IN UNIVERSITY CITY

In December 1963, Dr. Mark A. Boyer, principal of Senior High School; Mr. M. F. Drury, principal of Brittany Junior High School; and Mr. Harland Speer, assistant principal of Hanley Junior High School, traveled to the west coast and visited the Stanford University project on flexible scheduling. They conferred with its director, Dr. Robert Bush, and visited three high schools that are particiр ting in the project; Marshall High School, Portland, Oregon; Lincoln High School, Stockton, California; and Homestead High School, Sunnyvale, California. Here they observed flexible scheduling firsthand.

In March, one senior high and three junior high teachers visited schools in the east that are using modular scheduling. On returning to University City each of these persons submitted written reports describing this kind of scheduling and made oral presentations to faculty meetings in the secondary schools.

In May 1964, Dr. Boyer and five teachers traveled to Decatur, Illinois, and spent a day in the Lakeview High School observing a school organization which is based upon the module and which employs large and small group instruction and independent study.

SUMMER WORKSHOP

On June 17 and 18 a workshop on secondary school organization was conducted by David W. Beggs III and Bruce McQuigg of the University of Indiana at the Senior High School. Thirty-five teachers and administrators attended the sessions. The two consultants used both large group instruction and small group discussion to develop the following points:

1. **PROBLEMS OF THE NEW AGE.** Teachers today are faced with making decisions on what to select from the pool of knowledge that is doubling every 8 to 12 years. Teachers are forced to look at inquiry methods, not just the conclusions in a field. The training demanded for various jobs has exploded, the numbers of people are exploding, and costs are exploding. We are also pressed with an ever-increasing quest for excellence.

2. **NEW PATTERNS.** Our generation must concern itself with developing the mind. We must ask ourselves whether our ideas of the psychology of learning are still in the dark ages or whether we subscribe to these modern beliefs:

   a. Students learn when they understand the purpose for themselves; not someone else's purpose.

   b. Learning must be an active process. Reading independently may be action for some, torture for others.

   c. A change in behavior is the central goal of learning. If the student is going to change his behavior he will have to assume more responsibility for it.

   d. Students do learn at different rates on different levels of comprehension in the different content areas. We must learn to use grouping, programmed instruction, and personal assistance more effectively.

   e. Students learn better when more of the five senses are involved.

   f. The psychological enviroment is important. Attitudes must be developed.

   g. Guidance counselors and teachers must work together toward helping the student develop his self concept.

CHALLENGE

"Do you want to make a good school better?" David Beggs asked University City teachers. *"Do you want to change? Do you want to be a part of the revolution? In an innovating school people work hard but they find more rewards. University City has the characteristics of a lighthouse school with leadership such as you might provide. Do you really want flexible scheduling?"*

BEFORE CHANGES ARE MADE

"Everyone must know how decisions are made. What is the job of the department chairmen? Of committees?" asked Mr. Beggs. *"Decision-making groups must meet frequently enough to make decisions. Meetings must have a purpose, there must be open communication channels, and there must be a wide degree of staff involvement. The intuition of teachers is important in making decisions. You must think 'instead of' rather than 'more of.' It isn't quantity we're after, but quality. Don't excuse yourself by saying you don't have the resources or physical facilities. You do have. Remember that if you want to change student behavior you will also have to change teacher behavior."*

SUGGESTIONS FOR THE UNIVERSITY CITY SENIOR HIGH SCHOOL BY DAVID BEGGS

1. Organize teams based on content areas. You have an academically oriented school. Begin with your strengths and with what is familiar.

2. Don't do it unless you do it across the board for everyone. Chairmen for teams must be elected by members of the teams.

3. Go on a fourteen module day of thirty minute modules.

4. Reconsider five subjects per student. Some slow learners ought to take seven subjects. Their problem is conceptual, not rate.

5. Reinforce the advisor-counselor concept and the school-within-the-school.

6. Divide the school so that every teacher has an office, every department a resource center, and carrels for individual study are built in the halls. Put 50% of your student body on independent study the first year.

Dr. Beggs suggested several bibliography sources for reading and study. These materials are available from the Instructional Services Center.

WHAT HAPPENS NEXT?

In a letter to the participants following the workshop Dr. Boyer wrote: *"Personally, I am doing all the reading I can on this new concept of school organization in order to evaluate its possibilities for University City. Two things need to be done: (1) set a date by which time the staff will or will not commit itself to a reorganization, and (2) plan an in-service program for the total faculty to give them a basis upon which to make a judgment.. You, of course, will have a headstart on the others and should help to interpret the new concept at a high level."*

xxxxxxxxxxxxxxxx

FOREIGN LANGUAGE

A SEVEN-YEAR SEQUENCE

Two years ago, after a pilot study, French and Spanish were officially adopted as part of the elementary curriculum program beginning in grade four. Each elementary school chose French or Spanish and classroom teachers began teaching the foreign language classes assisted by Mr. Anthony Mayeux, consultant. This year, French, Spanish, Russian and Latin were added to the seventh grade curriculum as part of the English-Social Studies block of time. Thus, a sequence of seven years of foreign language from grade four through twelve became a reality in University City.

TEACHING ELEMENTARY TEACHERS

French and Spanish taught by classroom teachers rather than specialists is a unique feature of the University City program. How did classroom teachers learn to teach a foreign language? After-school meetings, local summer institutes, and classroom demonstrations conducted by Mr. Mayeux, assisted by Mrs. Rita Nosh in Spanish, have been part of a continuing in-service program since the summer of 1962. Curriculum outlines, tapes and other materials have been made by teachers under Mr. Mayeux's direction.

In the summer of 1964, the in-service operation traveled far from home in addition to the usual local institute.

STUDY ABROAD

Eighteen elementary teachers of University City attended a three week institute in Paris in July and August 1964. Mr. Anthony Mayeux accompanied the group and assisted in teaching the classes at the institute. This institute was conducted by Alliance Francais, which is a subdivision of the Ministry of Education of France whose primary purpose is to teach French to non-French speaking people. The teachers were housed in a dormitory of Cite Universaitre of Paris.

Seven teachers attended a similar institute in Mexico City to study Spanish in the native setting. Mrs. Nelia Castillo, who is a native of Mexico and is highly skilled in the training of teachers, conducted the three week institute during August.

For each institute abroad a special course of study was prepared, tailored to the particular needs of University City. The teachers reviewed the fourth and fifth grade materials, developed a sixth grade program and increased and refined their general competencies in the language by involvement with the native tongue and culture of the countries.

HOW STRONG IS THE ELEMENTARY PROGRAM?

Although many language experts have questioned the feasibility of a language program that is taught by regular classroom teachers, a team of experts was agreeably surprised and pleased this year with the level of instruction in University City. Miss Elizabeth Keesee, United States Office of Education; Dr. Roger Pillet, University of Chicago; and Dr. Eugene A. Dawson, Cleveland, Ohio, visited the University City Schools as a team of evaluators in April 1964.

Some of the strong points observed by the committee were: good materials and visual aids, almost complete avoidance of English in classroom instruction, excellent rapport of teachers with classes, high pupil motivation, flexibility of teachers in using the many devices suggested in the curriculum guide, excellent in-service training, great interest and enthusiasm among teachers, encouragement and assistance of administrators, and cooperation and vision of the school board.

The committee of evaluators was concerned also with some of the weaknesses that they saw. They felt that a greater length of time should be spent per day in foreign language instruction, preferably 20 to 25 minutes per day, five days a week. Another weakness was that pronunciation varied from teacher to teacher. The evaluators felt that the pupils should hear as nearly native a model as possible. Teachers should make greater use of the tapes provided them. Another concern was that the phonetics used in the foreign language guides are not producing the exact sounds that are necessary. In revising our guide we should use a typewriter which has the symbols of the international phonetic alphabet.

From the evaluation report, Mr. Mayeux concluded that we need to continue our efforts to strengthen instruction in the program by continuing the intensive in-service program, encouraging teachers to attend, refining the competency they already have, and strengthening their ability to teach the second language. The present status of this program and the results of the evaluation by the outside experts were a source of much satisfaction to the teachers involved in the program.

CHINESE BECOMES SENIOR HIGH'S SIXTH FOREIGN LANGUAGE

Plans were made in January 1964 to introduce the teaching of Chinese into the curriculum of the University City Senior High School during the 1964-65 school year. This will be a joint venture with Washington University for a period of three years. Washington University will subsidize the Chinese program through a grant from the Carnegie Foundation for a study of Asian cultures and languages. University City High School will provide language laboratory facilities, will recruit selected students, will give academic credit for the course in Chinese, and will give reasonable assurance that the program will be continued after the end of the three-year project. Mr. Andrew Chang will teach one section of Chinese next year.

Chinese will be added to senior high foreign language offerings in French, Spanish, Russian, Latin and German.

Senior High School does more than "offer" the languages; it exercises responsibility for helping students of varying degrees of aptitude learn a language. Special help is given students who find the study of foreign language difficult. A section has been organized in the second semester of the second year of each language for struggling students who need two credits to enter college. Usually several "late bloomers" are found among the group; many of these are college bound students who do not have aptitude in foreign language. This program makes it possible for them to go ahead.

RECRUITMENT OF TEACHERS

The elementary program is constantly being strengthened by selective recruitment. Teachers with a second language are given special consideration for employment in the intermediate grades. Incoming secondary foreign language teachers are selected from those who are competent in the audio-lingual approach and in the use of the language laboratories to maintain high standards.

xxxxxxxxxxxxxxxxxx

HOW TO STUDY

A new answer to a perennial problem has been evolving at Brittany Junior High School over the past three years. Under Mr. Julius Giebler's leadership, a third of the year's work in the eighth grade homeroom has been devoted each year to development of how-to-study skills.

This year a full set of materials was used for the first time. Mr. Giebler presented the program on how to study over the public address system to thirteen sections of eighth graders or 286 pupils simultaneously. Presentations were also made to the eighth graders in large groups with the use of overhead projection materials, and teachers of eighth grade homerooms conducted follow-up procedures. Topics included: *How to Outline; How to Take Notes; The Language of Charts, Graphs, Maps, Diagrams; and How to Compress Ideas by Abbreviating and Summarizing.*

The how to study program includes twenty tapes produced by the Educational Developmental Laboratories, a booklet for each pupil titled Tips on How to Study, individual study habit inventories made by pupils and a test on study skills at the end of the course.

Teachers and pupils evaluated the program informally. They liked it.

xxxxxxxxxxxxxxxxxx

INQUIRY AND THE PROCESS OF EDUCATION

THE COMMON ELEMENT

Cutting across all the new curriculums is a renewed emphasis on the process of edustion. Children are being led to discover, to use the method of inquiry, to develop problem-solving skills, and to do critical thinking. Teachers working with the newer programs realize that these skills cannot be left to chance but must be deliberately developed if the revised curriculum content is to be effectively taught.

In the first year of the Comprehensive Project, teams of teachers visited schools and university centers and observed work being done to develop the thinking process and the method of inquiry. Reading and study of the literature in this field has increased sharply, judging from requests for books from the Instructional Services Center. Visiting consultants have come to University City to speak on this topic.

WHAT THE VISITING CONSULTANTS SAID

Sister Jacqueline: *"We need a quest oriented approach to knowledge. The change in the educational process that is most needed in our schools is that of inquiry. Children must have opportunities to discover and to see patterns."*

Celia B. Stendler: *"The kindergarten year is crucial in the child's mental development. Piaget's theory that certain intellectual processes have to be developed through motor activities at this age or the child's intellect may never fully develop has been substantially verified by research."*

Raymond J. Scheele: *"All forms of curriculum are subject to the development of logical thinking and teachers have a right to make demands of curriculum designers for structure based on research findings. The teacher needs to know how to design the right questions in all curriculum settings. The new curriculums are not data oriented as were the traditional but are operation oriented. The operational task; that is, the intellectual task, is the job of the school. We must work with what will move the child to the next stage."*

INQUIRY TRAINING

During the school year of 1964-1965 University City will establish a center for the demonstration of inquiry training in cooperation with the University of Illinois. Dr. J. Richard Suchman, director of the Illinois Studies in Inquiry Training under a grant from the U. S. Office of Education, is directing the establishment of twelve demonstration centers in the midwest in September 1964. The principal focus will be to explore the conditions favorable to inquiry and the possibilities of teaching children the skills of inquiry.

University Forest Elementary School will serve as a demonstration center. During the summer of 1964 Miss Olga L. McDaniel, sixth grade teacher, and Mrs. Elizabeth W. Hausman, resource teacher, attended a four-week leadership institute to prepare for the project.

DISCOVERY

Teachers at McKnight and Canterbury Schools have been working for the past three years with consultants from Webster College on the Madison Project in mathematics, the Educational Services Incorporated (ESI) units in science, and the discovery approach in several subjects. In response to requests, Mr. Frank Duval, principal, and his staffs held a three-day open house in May for University City teachers. Twenty-five teachers and principals observed demonstrations.

xxxxxxxxxxxxxxxx

IN-SERVICE EDUCATION

TAILOR MADE

"What does this school district need in an in-service program?" This question was asked of the total faculty by Dr. Eugene A. Diggs, Director of Instruction, in the spring of 1963. The teachers responded with requests for specific types of help needed. Consequently, the following in-service programs were offered in the 1963-1964 school year:

COURSES AND INSTRUCTORS

Art: *Ceramics for the Elementary Teacher,* Victor P. Smith; *Conference on Art,* Natalie R. Cole

Audio-Visual: *Audio-Visual Aids,* Don Axt; *Transparencies for the Overhead,* Technifax Company

Curriculum: *The Logic of Curriculum Structure,* Sister Jacqueline

English, Language Arts: *Implications of Linguistics for the Teaching of Reading and Writing,* Robert Allen; *Library Methods for Teachers,* Dorothy Ulrici

Foreign Language: *Foreign Language for Elementary Teachers-French,* Anthony Mayeux; *Foreign Language for Elementary Teachers-Spanish,* Rita Noah; *The Use of ALM Materials in the Junior High French Program,* Lousette Logan

Home Economics: *Workshop for Home Economics Teachers*, Rita Youmans

Mathematics: *Advanced Elementary Mathematics*, Carl Bruns; *Basic Concepts in Elementary Mathematics*, Carl Bruns; *Modern Mathematics-Home Study Program*, Carl Bruns; *The Need for Modern Mathematics*, Bernard Gundlach; *Use of Cuisenaire Materials*, Carl Bruns

Music: *Music for the Elementary Teacher*, Beth Crook

Psychology: *Seminar on Mental Health*. Virginia Moore

Testing: *Construction of Teacher-Made Tests*, James Dunlap

ADULT EVENING SCHOOL

The Board of Education waived fees of University City Teachers who selected courses in the University City Adult Evening School which would enrich their academic background in a field. These courses were approved and offered: *Great Decisions 1964*, *Beginning French*, *Beginning Spanish*, *Chemistry*, and *Physics*.

xxxxxxxxxxxxxxxx

KINDERGARTEN

THE CURRENT SCENE

"Children should be older/younger when they are admitted to kindergarten." "Children should/should not learn to read in kindergarten". These are issues to which parents and teachers in this community as well as other communities are speaking.

The problem of school placement is a concern to which the University City Schools have been devoting attention for some time. Since 1958 the kindergarten and first three grades have been organized on an ungraded reading plan in which some children complete the four years of K-3 in three years. Others take five or more years to progress through this span. Five resource teachers serve the elementary schools and study pupils individually for placement.

The ungraded plan, however, is more effective in the primary years than in the kindergarten as reading is not normally included in the kindergarten curriculum. Also, the entrance age is fixed: children must have reached the age of five on September 15 to be admitted to kindergarten. The limitations of a two and a half hour day for kindergarteners also restrict the range of curricular offerings.

With these restraints in mind, Dr. Diggs and the kindergarten-primary committee began this year to investigate possibilities for a more sophisticated kindergarten program appropriate to the suburban community of University City. Three avenues were investigated: the work of the Gesell Institute, reading in kindergarten, and the teachings of Piaget.

THE GESELL INSTITUTE'S DEVELOPMENTAL EXAMINATION

In an effort to identify the factors making for success in starting school, the Gesell Institute of New Haven, Connecticut, with the cooperation of nearby public schools, have been engaged for several years in a demonstration project which groups kindergarteners according to their readiness for school. Dr. Frances Ilg, director of the Institute, and her associates have been convinced for some time that emotional maturity and intellectual capacity should be given at least as much weight as chronological age in determining when Johnny should start to school. Over several years, a ten minute developmental examination has been experimentally developed. The purpose of the examination is to improve early school placement. It is based on assumptions that some children are more mature than others, that behavior age is not necessarily the chronological age, and that neither IQ alone nor chronological age alone should determine school readiness and placement.

Mrs. Jean Lang and Mrs. Alice Coffman, resource teachers, each attended a seminar this year at the Gesell Institute of Child Development to learn about the Gesell Developmental Examination. Three kindergarten and primary teachers visited Connecticut schools in the Gesell Program. As a consequence of the visits and the work of the two teachers at the Gesell Institute, four schools in University City have designed an experiment on kindergarten-primary placement for the school year of 1964-65. Schools included are: Delmar-Harvard, Pershing, Flynn Park and Blackberry Lane.

Children who will be entering kindergarten in September were invited to come to school during March and April at Delmar-Harvard and Pershing Schools and during May and June at Flynn Park and Blackberry Lane to be tested individually by Mrs. Lang or Mrs. Coffman with the Gesell Developmental Examination. The mother of each child was invited to observe. Kindergarten teachers also conferred with the mothers and recorded pertinent data needed for school records.

Children will be grouped in the kindergartens in these four schools on the basis of readiness, maturation, performance, and needs for types of instruction as revealed by the Gesell Developmental Examination. A research study has been designed in which these children will be followed for several years and special note will be made of achievement and of test results. The experiment is designed to answer these questions: Does the Gesell Developmental Examination predict learning potential? Are children ready to enter school from a behavior viewpoint rather than IQ or chronological age?

READING IN KINDERGARTEN?

Mrs. Helen Miller, primary 1 teacher and Mrs. Marion Obergoenner, kindergarten teacher, visited the Beginning Reading Research Project in kindergartens and first grades in the Denver Public Schools during February 1964. Here they observed the use of the McKee-Harrison Phonics Program in Kindergarten. They also studied the preschool television program of beginning reading activities for parents. Our visiting teachers felt that a preschool television program for parents might have useful applications in the school district of University City. The McKee-Harrison Magic Key Cards were also seen as interesting and useful materials for kindergarten.

PIAGET'S INFLUENCE

Seven teachers and principals visited the Brentwood, New York, schools during the year to observe a unique program in which curriculum creation was centered around the development of the thinking process. In kindergarten classrooms, Piaget's theory that the sensory-motor-concrete stage of learning must precede abstract learning was being developed in small sequenced steps. Concept formation was being developed with the use of a Tach-x-machine. The Tach-x work was designed to build in perception, observation, attention span, visual memory, and concept formation. Geometric symbols and alphabetic symbols were used in the exercises. During the day the kindergarten teacher carried the development of the thinking process over into other activities by teaching children to see, to observe, and to verify.

In January, eighty teachers of all levels attended discussion sessions in University City with Dr. Raymond Scheele of the Brentwood project as consultant. Consequently, reading materials on Jean Piaget and Jerome Bruner became popular items of the lending service of the Instructional Services Center.

In April, Celia B. Stendler, professor of the University of Illinois, who had just completed a years' work with Piaget came to the University City Schools as a consultant. Dr. Stendler discussed her own philosophy and approach to the education of the primary child and became familiar with the University City kindergarten-primary program. Plans are under consideration to invite Dr. Stendler to be a continuing consultant.

BOOKLET FOR PARENTS

The Kindergarten-Primary Committee headed by Dr. Diggs has written a new booklet for parents of entering kindergarten children. The booklet will be available early in September.

MATHEMATICS

VANGUARD

One of the first allotments from Comprehensive Project funds was made to a mathematics project designed to reeducate teachers in new mathematics, to experiment with new materials in mathematics, and to work toward a K-12 sequential mathematics program for the district.

The grant to mathematics was timely in University City. A strong movement toward improvement of the mathematics program had begun in the junior high school in 1959 and moved to levels above and below. Elementary teachers were asking for classroom help with the new math. Those who had already been initiated said that understanding of the logical structure of mathematics helps teachers gain insights into the conceptual approach in other subject fields.

THE WORK OF MR. CARL BRUNS

The major part of the work of the Comprehensive Project in mathematics this year was done in elementary grades through the services of Mr. Carl Bruns. Mr. Bruns was released from his classroom duties as mathematics teacher at Hanley Junior High School for half of each day the first semester of the school year and full time the second semester to work with elementary teachers on the new mathematics. He will not be returning next year as he has been awarded a fellowship for advanced study at the University of Wisconsin. Mr. Bruns reflected on his year's work at the end of the year and wrote a report. Excerpts are given here:

THE MATHEMATICS RESOURCE TEACHER'S ACTIVITIES, RECOMMENDATIONS, AND IMPLIED PHILOSOPHY ON THE TEACHING OF MATHEMATICS:

1. Quantitative Segment

   1.1 Working strictly on an invitational basis, approximately 400 demonstration classes were taught in the elementary schools. Seventy-five percent of these classes were at the primary level. The classes were taught in 65 different classrooms throughout the district with approximately 100 different teachers and administrators observing.

   1.2 Four series of in-service classes for teachers were held, attended by an average of 45 teachers per session.

2. Qualitative Segment

   2.1 The conceptual phase of mathematics was employed in all classes and all discussions. Surround this conceptual emphasis with plausible reasoning and a bit of discovery method and you will have a picture of the skeleton of the school mathematics program of last year.

   2.2 Computational and applicational phases of mathematics were not neglected.

3. Recommendative Segment

   3.1 More time should be spent at the intermediate level next year; however, some of the primary teachers who have not as yet used Cuisenaire rods will require assistance. A regular schedule of visitation is recommended next year as opposed to the invitational basis.

   3.2 In-service programs for teachers should be held during school time or, second best, sometime during the day, week, or year when teachers are not tired and busy with other matters as they are after school each day. In-service programs next year could possibly be centered around teacher training films presently available such as the SMSG, SRA, and Encyclopedia Britannica teacher training films.

3.3 The mathematics resource teacher will need to devote some time to helping those elementary teachers who are trying out new mathematics textbooks next year. New elementary mathematics textbooks being used next year include: The Laidlaw Series, Greater Cleveland Mathematics Program, and the Addison Wesley Series.

3.4 A program to inform parents about new developments in mathematics could be set up next year through the Adult Evening School. Mr. Walter Jones suggested that this be two or three meeting series with no cost involved.

MADISON PROJECT

In addition to Mr. Bruns' work, mathematics consultants from Webster College worked with teachers in McKnight, Blackberry Lane, and Flynn Park Elementary Schools. A typical plan was that used at Flynn Park School. The consultant from Webster College worked directly with the children in a few classrooms once a week for one semester and teachers from other classrooms came in to observe. The consultant also observed the teachers as they tried new methods and met with them after school once a week to discuss techniques, material and content.

MATERIALS

A marked increase in the use of up-to-date materials in mathematics was noticed this year. Cuisenaire rods appeared in every elementary school in enough quantity so that they were available to all primary teachers. Sets of film strips for the training of teachers, sample textbooks and curriculum materials from the new projects were made available from the Instructional Services Center.

Mr. Carl Rody, Mr. Earl Tidrow, and Mr. Fred Chipman of the junior high schools, who visited mathematics programs in Dade County, Florida, and Chicago, Illinois, saw the SMSG training films in use in both of these school systems and were responsible for bringing a series of films to University City teachers during the month of May.

RESEARCH AND EVALUATION

To evaluate the growth in learning related to the use of the Cuisenaire method in the primary grades, the Bobbs-Merrill Arithmetic Achievement Test was administered to 20 children in Delmar-Harvard School who had received 23 lessons of instruction using the Cuisenaire rods. The same test was administered to approximately the same number of children at Nathaniel Hawthorne School who had not received instruction in the Cuisenaire rods. The tests were administered in alternate forms in February and in May 1964. Data are being analyzed at the present time.

In October 1963, the Sequential Test of Educational Progress (STEP) in mathematics was given to every pupil in University City who was enrolled in mathematics in grades four through twelve. The test is to be given again in three years as a partial measure of the mathematics subproject of the Comprehensive Project.

A study is also to be made of the best predictors for success in the accelerated mathematics program in University City with the help of the data processing program. Courses have been moved down a year for students with aptitude who may take algebra in eighth grade and geometry in ninth grade. An advanced sequence follows in the Senior High School. The first accelerated section will reach twelfth grade in September 1964.

NEXT YEAR

Funds from the Comprehensive Project have been allotted to mathematics again for the coming school year and Mr. Daniel Faherty has been employed as a mathematics resource teacher to replace Mr. Bruns.

MUSIC

BROAD OFFERINGS

The music program in University City with its wealth of content reflects the devotion of the community to the cultural arts. A colorful Report to the Administration from the Department of Music Education for the School Year 1963-64" is available on request from Miss Mary Kay Stamper, coordinator. It describes the vocal and instrumental program, the performances, the scholarships and awards, the Young Composers Project, and the many facets of the music curriculum in University City. A few illustrations are given here.

COMPOSER IN RESIDENCE

The two-year Young Composer Project came to University City at a critical time, just as contemporary music was coming into prominence. Mr. Dexter G. Morrill, on a Ford Foundation grant, served as a composer for the University City Schools from September 1962 to July 1964.

"His work in University City was a significant success," said Miss Stamper. *"Both junior high and senior high performing groups have done excellent work with his compositions."*

Mr. Morrill conducted special classes such as musical literature and constantly rehearsed and worked with performing groups throughout the secondary levels. His ballet "Menagerie" was an outstanding performance at the local Festival of Arts. His composition "Suite for Band" will be performed by the Senior High Band, one of four selected from fifty bands, at the Midwest Band Convention in Chicago in the fall of 1964.

PROGRAMMED INSTRUCTION IN MUSIC

An interesting innovation this year for teaching musical understandings and theoretical learnings was a series of self-checking programmed instruction worksheets for pupils of grades one through six. The series was developed by the music teachers working with Miss Mary Kay Stamper in a summer project. Mrs. Ruth Cooper, music teacher, wrote a delightfully unique story test which was used at the end of the programmed sequence.

BELLS AND SONG FLUTES

Every primary child has an opportunity to read and play music. A variety of rhythm instruments, several autoharps and resonator bells are supplied in each building so that, by taking turns, children can learn to play. Xylophone-bell instruments of an octave and a half have recently been purchased in quantity so that every child in the primary classrooms of four schools may play the bells simultaneously. Song flutes have been provided for every third grade child in four other schools.

NEW ROLE OF JUNIOR HIGH SCHOOL MUSIC

Junior high school music once emphasized only the performer; now the program is much broader. Pupils are made aware of three separate functions of the music they learn: the function of the composer, the function of the performer, and the function of the listener. Junior high school pupils have found that the role of the listener is more complex than that of the performer. Unless the listener is analytical and knows the form, style, and background of the composer he is not a listener in the full meaning of the word.

The junior high school music teachers working with Miss Stamper over the past three summers have developed a curriculum in music designed to build thorough music understanding so that students will developed discriminating tastes. Music appreciation is developed with the aid of the *Keyboard Junior* magazine which is supplied in individual copies for pupils, supported by records and thematic charts. Interesting units such as: "Science and Music," "Shakespeare and Music," "Line and Color in Music," "An Understanding of Jazz" enrich the junior high school program.

PERFORMING GROUPS

Next year an all University City Music Festival is planned which will show the gradation of vocal and instrumental music from elementary through senior high. This will be a composite festival featuring the combined elementary orchestras, choruses of the various schools, and bands and orchestras of the junior and senior high schools.

NEWSPAPERS IN THE CLASSROOM

METROPOLITAN RESOURCES

University City is one of several school systems in the metropolitan St. Louis area that is participating in the program sponsored by the St. Louis Post-Dispatch and the St. Louis Globe-Democrat on the newspaper in the classroom. Teachers in the secondary schools receive free copies for their classes on request. The Post-Dispatch offers a weekly school edition which is produced from the Sunday paper and arrives each Monday morning in the schools. The Globe-Democrat delivers its regular daily paper to schools.

RESOURCEFUL TEACHERS

The comments of Mrs. Ida Bieber, teacher at Brittany Junior High School, reflect the reaction of many teachers in our school system: *"Never before have I found my students as interested in current events as they were this year. They saw, as never before, the value of good newspapers in making good citizens. They also saw the newspaper as a source of valuable information on a great variety of subjects. They were stimulated to do further reading in biography, history, geography, and science; to use dictionaries and encyclopedias. They began to evaluate the sources of information. They saw how television and the radio could supplement their reading and increase their understanding of what they read in the newspapers."*

Although the program is beamed at the secondary schools, the sixth grade class of Mr. James O'Brien, teacher at Blackberry Lane, also participated in the project. Mr. O'Brien's use of newspapers as a teaching resource attracted the attention of student teachers from Fontbonne College who came to observe his methods of working in economics, geography, science, and other elementary subjects through the newspaper.

PROBLEM LEARNERS

HIGH PRIORITY

At the top of the teachers' list of educational needs and third on the citizens' list was the need for attention to problem learners in our school system. Even before the survey was made a problem learner committee had been organized to study the several facets of this area of concern.

WHAT HAS BEEN DONE?

The Problem Learner Committee met several times during the first semester of the 1963-64 school year to elaborate further on the problem and to discuss the types of problem learners in our schools.

In March 1964, Mr. George Rau was released from his classroom assignment to give leadership to an effort toward finding solutions. Mr. Rau conferred with each principal, with each member of the Problem Learner Committee, with guidance persons, resource teachers, and with numerous other faculty members in the system in his investigation of the types and needs of problem learners in our schools.

MR. RAU'S FINDINGS

Mr. Rau found that the problem learners in our district can be classified as follows:

1. *Mentally retarded.* These are being taken care of by the Special District.

2. *Children of an IQ of 80-90 who learn at a slower pace.* These are now taught through the ungraded reading program in the elementary schools, and the slow sections of the secondary schools.

3. *Children who have an IQ from 90-110, are below average in ability in this district, and make "D's" in their marks.* It has been suggested that a second look at the educational objectives for these children is needed.

4. *The emotionally disturbed whose behavior problems interfere with learning.* These include many children in category 3 above. In March 1964, Mr. Walter Gail began teaching a special group of emotionally disturbed boys in the seventh and eighth grades at Hanley Junior High School as an experimental project. Three system-wide social workers and twelve secondary guidance counselors work with individual cases in making referrals to outside agencies and in contacting the homes of the most severely emotionally disturbed children in our schools.

5. *The reluctant gifted who are unmotivated.* Each teacher meets this problem as he sees fit. In an academically oriented school, the unmotivated tend to become disadvantaged, it seems.

6. *Transient children.* Pershing School organized a reassignment room last year.

7. *Foreign born children who do not speak English.* Delmar-Harvard School has used volunteer mothers as tutors in addition to the resource teacher's help.

8. *Nonacademic or nonvisual children.* Discussions are underway on the possibilities of a new type of perception program to reach these children.

9. *The dropouts.* This is not a severe problem quantitatively in the University City Schools. At Senior High School this year, fewer than thirty students of the total student body of 2017 dropped out. These were chiefly transient students.

It appeared from Mr. Rau's investigation that teachers and principals felt that the biggest problem in the area is that of behavior disturbances or emotional disturbances which interfere with learning in the classroom settings. Therefore, Mr. Rau used the Behavior Rating Scale that was developed in San Mateo County, California, and made an individual study of all elementary pupils with the help of each classroom teacher. He has compiled the information and classified the types of behavior problems that exist in our schools.

Mr. Rau has also been studying methods and materials for individualization of instruction for slow learners. He attended the Conference of the National Society for Programmed Instruction, particularly the division on aid for slow learners. He has read extensively in the literature on the problem learner and the slow learner.

CONSULTANT ADVICE

Since it appeared that most of our teachers when speaking of the problem learner were referring to behavior problems, advice was sought from consultants. Dr. Herbert Quay, Director of the Children's Research Center at the University of Illinois, was recommended. Mr. Rau and Mrs. Unruh spent a half day with Dr. Quay in his office discussing the most advisable program for the Comprehensive Project in our schools. Dr. Quay felt that there were two approaches that we might take. One would be the individual child type of project in which a small number of children would be identified who show severe learning disabilities and who may suffer from brain damage. These children would be diagnosed extensively with psychological evaluations and therapeutic treatment.

The second approach that Dr. Quay recommended to us was the preventive mental health approach. Here we would work with children whose learning problems are compounded by emotional disturbances. A special consultant coming into our schools would help teachers and administrators work better with these children in the regular classrooms. The consultant would work with teachers in groups and also with teachers individually in relation to specific types of problem children. This is the approach that Dr. Quay recommended to us as the focus of the proposed project. Dr. Quay recommended that we contact Dr. Richard Cutler of the University of Michigan who has conducted several successful projects of the second approach in suburban systems similar to ours.

Dr. Quay also suggested that we strengthen our articulation of the home and the school through the social workers so that parents would be brought in more closely on problems, and that we add educational remediation or individualized methods and materials for children as needed.

On June 11, Mr. Rau made a trip to the University of Michigan and spent some time discussing a possible project with Dr. Cutler. Dr. Cutler noted that cases seem to be increasing more rapidly than schools can handle on a one-to-one basis. A preventive program with a positive, supportive approach to mental health problems in the classroom might alleviate many of the problems of moderately disturbed children in our schools, he said.

Neither Dr. Quay nor Dr. Cutler are available for continuing consultant service to our schools as they are already heavily involved.

A DECISION TO MAKE

Principals, administrators, resource teachers, and members of the problem learner committee were invited to a meeting on June 16 to hear Mr. Rau report his findings and to take part in a discussion on the direction that the problem learner project might take in the next two years. Following the meeting each person who had attended was asked for his reaction through a written questionnaire. Results showed that the group as a whole recommended that we bring in a consultant who would help us design a preventive project for next year. This project remains to be designed and executed.

xxxxxxxxxxxxxxxx

READING

CONCERNS

Interest in the improvement of reading had been developing in University City for some time before the teacher-citizen survey called attention to it. Both teachers and citizens seemed to recognize that there are more complex goals to be accomplished in the teaching of reading today than ever before, and that methods and materials may need overhauling.

COMMITTEE

A committee of elementary and secondary teachers was organized in April 1963 with Mr. Earl Greenan, principal of Delmar-Harvard School, as chairman.

"Dynamic" can appropriately be used to describe the Reading Committee. Within one year's time it surveyed the reading program of each elementary classroom in the district, consulted with experts, sent traveling teams to visit reading curriculum centers, circulated new series of basic readers to the elementary schools for examination, and collected, organized and circulated current information on research in reading.

The work of the committee is described in detail in an interim report titled "Project Reading" and is available from the Comprehensive Project office.

SPRINGBOARD

University City has had a nongraded organization in reading since 1958 in which children may be instructed according to their achievement with Scott Foresman basic readers either above or below the normal grade level specified by the publisher. The reading survey of May 1963 revealed that sixty-one per cent of all the elementary children were being instructed at grade level, thirteen percent were being instructed below grade level, twenty-six per cent above grade level. The committee questioned whether the level of expectancy in University City should be somewhat higher than this since intelligence and aptitude test scores show University City to be a community of above average student ability.

The Iowa Basic Skills Test results showed University City's median to be on the 99th percentile of the national norms. Again, the Reading Committee asked whether this should be a cause for complacency in a suburban community of high ability children.

Supplementary reading materials of the district also came under the scrutiny of the committee. Twenty-three of a total of 145 classrooms were using modern multilevel materials and twelve classrooms were using the electronic controlled reader. Every classroom in the school system had a small library of fictional and factual library books, a supply of supplementary readers, at least one children's newspaper, and one or more other periodicals. Four buildings had central libraries.

PROJECT READING

The work of the reading committee took form in "Project Reading," a subproject of the Comprehensive Project, headed by Mr. Otto McClintick. Introduction of the Initial Teaching Alphabet (i/t/a) for beginning readers, experimental reading laboratories for low achievers, and demonstration classrooms for newer ideas in the teaching of reading are part of the work of the project.

THE WORK OF MR. OTTO McCLINTICK

Otto McClintick was released from his duties as reading teacher of Brittany Junior High School for the term of the Comprehensive Project. His work will chiefly be a responsibility for greater inter and intra communication of the teachers of reading in University City and these will be aspects of his job:

a. Making available recent research in the teaching of reading.

b. Demonstrating and reviewing new reading methods and materials.

c. Discussing reading at faculty, P.T.A., Board of Education, Citizens, or other meetings.

d. Participating actively in the work of the Reading Committee.

e. Establishing the reading laboratories at Pershing and Delmar-Harvard and aiding the reading laboratory teacher.

f. Establishing and coordinating demonstration rooms for in-service education.

g. Planning and heading workshops.

h. Establishing and aiding committees to develop new reading materials.

i. Coordinating the reading program, K-12.

j. Assisting with evaluation and recommendations for the district-wide reading program.

i/t/a

The newest material to be used in demonstration rooms next year will be the Initial Teaching Alphabet approach to reading. All of the primary one classrooms and one experimental room of the Delmar-Harvard School and an experimental room at Pershing School will use this method.

Mrs. Goldie Tedrick, Mrs. Berniece Perkins, Miss Ellen Brown, and Mr. Frank Zeitz, teachers, attended an institute conducted by Dr. Mazurkiewicz at LeHigh University, Bethlehem, Pennsylvania, on May 11, 12, and 13.

Methods and materials were demonstrated including visitations to classrooms at a concentrated series of workshop meetings for learning the i/t/a approach.

The teachers worked during the summer making i/t/a materials and reading pertinent literature. Some commercial materials are also being purchased for the classrooms.

Mr. McClintick attended a summer workshop at Oxford University, London, England this summer, under the direction of Sir James Pitman, author of the i/t/a.

EXPERIMENTAL READING LABORATORIES FOR LOW ACHIEVERS

A direct attack on the problem of underachievement in reading is the purpose of two experimental reading rooms. Delmar-Harvard and Pershing Elementary Schools were selected to participate in the experiment because of their higher percentage of underachievers in reading.

The experiment demonstrates an awareness that so-called disadvantaged children are moving into the eastern part of University City. Project Reading is designed to insure that these children will not flounder in a school system that is geared to the above average pupil.

Second and third year primary pupils who have given early indications of underachieving at their expectancy level have been selected for this experiment. The children will be released from their regular classrooms for half of each day and will be instructed in reading in the experimental reading laboratories by Mr. Frank Zeitz, teacher, under the direction of Mr. McClintick. Basic readers will not be used in the experimental rooms.

The Initial Teaching Alphabet will be the central focus for teaching the children to read. These materials and techniques will be adapted to the i/t/a: listening stations, language experience charts, pupil-team learning situations, training in visual acuity and discrimination, training in audio acuity and discrimination, creative-writing, vocabulary growth, and spelling. It is expected that most of these children will transfer to the traditional alphabet at the end of one year's instruction.

EVALUATION

Research studies have been carefully designed to evaluate the i/t/a method in the primary one classrooms and in the experimental laboratories. Details of the plans and procedures are available from Dr. Dunlap.

DEMONSTRATION ROOMS FOR NEW IDEAS

Demonstration rooms for testing new methods and materials and for spreading methods and materials that have already proved successful in University City will be set up in various elementary schools next year. Teachers will be invited to come in and learn about these new practices by spending some time in the demonstration rooms. Mr. McClintick will help plan the demonstrations, arrange for the teachers to visit, and help them after they return to their classrooms. Demonstration rooms that are being planned for the 1964-65 school year are:

Basal readers, tryouts of selected new texts, grades 4,5, and 6, Blackberry Lane, Nathaniel Hawthorne and University Forest.

Educational Development Laboratories Study Skills and Reference Skills, intermediate grades, Blackberry Lane.

Electronic Controlled Reader, all levels, all elementary schools.

Individualized reading program, grade 5, Daniel Boone.

Initial Teaching Alphabet, Delmar-Harvard and Pershing.

Joplin Plan, Jackson Park and Pershing.

Language arts block program, all grades, Greensfelder Park.

Language experience method, primary one, Daniel Boone.

Learning Laboratories, American Book Co., kindergarten, Nathaniel Hawthorne.

Programmed Reading, McGraw Hill, primary one, Pershing.

Pupil-Team learning techniques, primary, Blackberry Lane.

SRA Laboratories, all levels, all schools.

SRA Word Games, primary one, McKnight.

Taped teaching or listening stations, Blackberry Lane, Delmar-Harvard, Flynn Park, and Pershing.

Visual perception materials using i/t/a symbols, Delmar-Harvard and Pershing.

SCIENCE

IN THE SPOTLIGHT

In the first days of the Comprehensive Project prior to the needs and priorities survey, science was named by the Advisory Committee as one of the areas in which funds should be spent.

Consequently, a project was designed with two purposes in view: (1) to bring into reality the BSCS biology curriculum at the Senior High School which is based on the National Science Foundation studies and (2) to develop a sequential science program from kindergarten through twelfth grade. A system-wide science committee was formed of representative secondary science teachers and the elementary science committee which had been at work for several years. Mr. Lloyd Barnard serves as chairman of the elementary division of the committee and Mr. Laurence Knepper as chairman of the secondary division.

THE DEMANDS OF BSCS BIOLOGY

The Biological Sciences Curriculum Study (BSCS) biology compared to traditional biology imposes more responsibility upon the student by requiring more active participation in laboratory experimentation. BSCS biology also increases teacher responsibilities and requires more teacher time for planning, scheduling, preparation, supervision, and counseling with individual students. Varied laboratory experiences for more than 100 students per teacher require much teacher time. Chemical solutions must be prepared, tools and equipment kept in top condition, and materials and specimens must be available when needed.

RELEASED TIME PROJECT

To bring in the BSCS program, Mr. Russell Tuck and Mr. David Jackoway were released from one class per day during the 1963-1964 school year. These two teachers spent much time beyond the daily hour of released time on the new program, however. Lectures, discussion sessions, visual aids, laboratory assignments, and tests were carefully prepared. Trips were made to collect or purchase specimens. Facilities were developed for the maintenance of live plants and animals. Inventories and catalogs of materials and equipment were prepared. Many hours were spent beyond the school day in counseling students on individual studies and projects.

ASSESSMENT

Each of the two biology teachers in the released-time program was asked to record in an anecdotal log how the time was used. At the end of the year they were asked to look critically at the value of the released period for the new program.

Mr. Tuck's comments in part are: *"The additional time provided for laboratory preparation by the Comprehensive Project is a major factor in the success of the BSCS biology program this year. In one year, with the help of this additional preparation time, I believe we have progressed with our new curriculum as far as we could have gone in three years while teaching a full schedule. It is my hope that each year we will change our program, constantly bringing about improvements."*

Mr. Jackoway commented: *"If we are interested in teaching the BSCS program in the true spirit of inquiry it is virtually impossible to handle over 100 students per day. If, on the other hand, we are interested in teaching a 'watered down' version or a sort of a hybrid BSCS-traditional course this would be more easily accomplished. My work this year in teaching BSCS biology has been the most exciting of my six years teaching experience. I have had everything going for me; that is, the physical plant, complete freedom to plan and create, complete cooperation right down the line, released time – and it does make a difference. For the first time I feel I am at least approaching some of the goals I have strived for in past years. It would be very difficult for me to return to the traditional. My only regret is that it took so many years to find the way."*

SCIENCE AT SENIOR HIGH SCHOOL NEXT YEAR

The new curriculums in science will be in full operation next year and no longer supported by the Comprehensive Project funds. All of the biology classes will be taught with the BSCS program. The Chemical Education Materials Study (CHEM Study) program will be used in chemistry and the Physical Science Study Committee (PSSC) program will be used in physics instruction. C sections for slow students will be the only exceptions. Here natural science and physical science will be taught on an individualized plan.

THE K-12 SEQUENCE

Implied in the proposal to develop a K-12 sequential program was a two-pronged assumption: changes are needed in our present science curriculum and some teachers need reeducation.

The science committee concluded after some deliberation that before we can change our present program or develop an effective in-service plan we would need to know what our present program is. Working with Dr. DuBois and Dr. Dunlap, the science committee prepared a questionnaire to assess the curriculum from the primary grades through the senior high school. The survey produced a list of topics or units covered, amount of time spent on each, preferred teaching methods, most important objectives, and best ways of keeping up with science. The facilities and equipment were surveyed. Teachers were asked to suggest changes in the science curriculum. A preliminary report is available in the Comprehensive Project Office.

This fall a panel of teachers will study the results of the questionnaire and make recommendations for improving the present science program. On the basis of their recommendations further in-service education activities will be planned.

OUTDOOR SCIENCE LABORATORY – AN INTERESTING SIDE LIGHT

Children living in metropolitan areas have few opportunities to study nature first hand. This year, however, a unique opportunity was offered the children of University City. A twenty-nine acre tract of land owned by the city was made available to the schools so that its use as an outdoor laboratory might be tested. The area lends itself well to educational purposes as it encompasses forests, border woodlands, ponds, prairie life and other resources for observation of conservation practices. Trees and plants in the area were labeled with temporary markers and, paths leading to varied types of growth were constructed.

Teachers who visited the nature area with classes of students felt that development of the area would be worthwhile, even though some contacts were made with poison ivy. The teachers recommended that there be permanent labeling of plants, bushes, and trees and the development of instructional materials for use in preparing for the trip as well as while on location.

A series of lesson plans was developed by Mrs. Jean Hilton, Mr. James Hopson and Mr. Lloyd Barnard. Field trips were outlined with suggestions for observation while on the trails, and with background information on seasonal changes, identification of poison ivy, tree growth, and other pertinent subjects. Film strips and resource materials were listed in the packet of instructional materials that will be distributed to elementary teachers in the fall of 1964.

SOCIAL STUDIES

DEMANDS FOR CHANGE

In University City as well as St. Louis County, the state, and the nation there is a demand for change in the field of social studies.

Nationally, dissatisfactions with elementary social studies programs concern lack of depth, failure to introduce children to the world early enough, and the limiting nature of the primary curriculum which emphasizes the community and its helpers. There is also dissatisfaction with the teaching of geography, with the introduction of economic education, and with the studies of United States History.

In the secondary schools of the nation, complaints of critics cite the repetition of United States History in two years; failure to emphasize the nonwestern world as well as the European world in the study of World History; economic and geographical illiteracy of pupils; neglect of attention to current affairs, issues, and significance of ideologies; and a neglect of the newer concepts coming from cultural anthropology and the behavorial sciences.

DILEMMA OF THE COMMITTEE

The Social Studies Committee of University City teachers, headed by Dr. Eugene A. Diggs, found itself caught between national demands for change which were unsupported by clear-cut coordinated direction, and local demands for change unsupported by evidence that the present program is lacking in strength. Consequently, a two-way investigation was launched by the committee; (1) A survey was made of the work of professional social studies organizations, and (2) a survey was made of the University City social studies program.

OUTSIDE FORCES

Letters were written to 25 outstanding authorities in the field of social studies throughout the United States and a report was compiled of suggestions and advice from these people. A bibliography of up-to-date curriculum materials in social studies was compiled. The materials were collected and the local committee studied these and prepared abstracts which were circulated among teachers and administrators of University City.

Several visitations were made. Dr. Mark Boyer, principal of Senior High, attended the Cubberley Conference on Social Studies at Stanford University. Miss Miriam Waite, teacher at Flynn Park School, visited the Economic Education Project in Elkhart, Indiana. Mr. Curtis Jennings, secondary department chairman, attended the Conference of the National Council on Social Studies, visited outstanding school systems in the state of California and attended the Wingspread Conference on New Perspectives in the Teaching of World History.

Dr. Diggs and Dr. Elam Watson, acting superintendent, attended a two-day conference on social studies at Pere Marquette State Park, which was sponsored by the Cooperating School Districts of St. Louis County and which initiated a major social studies development project in metropolitan St. Louis. A preliminary proposal has been developed through a grant of $10,000 from the Educational Council for Responsible Citizenship and forwarded to the Cooperative Research Division of the Office of Education, Washington, D. C. If the proposal is accepted, $50,000 will be allotted to curriculum improvement and demonstration in the St. Louis area.

LOCAL TURBULENCE

An extensive questionnaire was devised by a subcommittee, headed by Mr. Hays Hope, principal of Daniel Boone School, to survey the present status of University City's elementary social studies offerings. Every classroom teacher responded and the data is presently being tabulated and examined.

Mr. Curtis Jennings, chairman of the social studies department at Senior High School, has been released from his classroom duties under the Comprehensive Project to survey the secondary program in University City and head a drive for improvement.

Mr. Jennings is working closely with teachers in the junior and senior high social studies departments. In June, he reported the current thinking of the faculty: *"Courses in grades 7 through 12 are being examined critically and should be reorganized to establish a logical sequence. For example, United States history is offered in both junior and senior high school. In the junior high school, United States history is chiefly narrative and in the senior high school, United States history should be chiefly analytical. In both cases the importance of teaching United States history is not only to stress the heritage of the past but the preservation of democracy and recognition of the dynamics of change with a reasoned commitment to democracy.*

"World History should recognize a world outlook with emphasis on recent developments. Asia, Africa, and other parts of the world should be included as well as Europe. Economics, at present, is an elective in the twelfth grade. Current thinking of the staff is that perhaps this should be a required course in the senior year. Commercial law and anthropology might be brought into our curriculum as electives. Correlation across subject fields should be encouraged wherever it leads to efficiency of learning. An honors program, leading to advanced placement, is part of the plan for the revised social studies curriculum."

Mr. Jennings is also working on the idea of a social studies laboratory for Senior High School which may lead to rearrangement of facilities and better access to resources and materials.

Next year, the first grades at Flynn Park School will use the economic education materials produced experimentally by the Elkhart, Indiana, project. Economic education is presently optional with each individual teacher in the elementary schools.

EVALUATION

The survey of the present status of social studies in the elementary school and the review of present course content in the senior high school compared with offerings three years from now will serve as an evaluative study of the effect of the Comprehensive Project and other forces on the social studies curriculum of University City.

SPELLING-WRITING PROJECT

PROGRAMMED MATERIALS, TEACHER-MADE

Mr. Otto F. McClintick, reading teacher, and Miss Lois Hachtmeyer, English-social studies department chairman at Brittany Junior High School, began preliminary work in March 1963, to find a solution to vocabulary deficiencies of seventh grade students for development of understanding in social studies. The literature was researched, other teachers were interviewed, tryouts were conducted with pupils, and weeks were spent in the summertime in developing experimental materials of programmed instruction. Comprehensive Project funds were allotted to the two teachers for one week of released time in November to complete one full unit of six that are planned for the year's course. The materials include a vocabulary skill book; stories built around seventh grade social studies content; programmed exercises on three levels of difficulty that help the student pronounce, know the meaning, and spell the words; and tapes of each group of vocabulary words for the pre-test and final test.

EVALUATION

Students enrolled in the 1964 summer school in seventh and eighth grade Remedial English served as experimental and control groups for a tentative evaluation of the first unit of the programmed materials, "The Ancient Near East." Groups were matched on the basis of intelligence, pupil history, standardized reading test scores, a teacher-made spelling test, and the taped vocabulary pre-test and post test. A report of the results of the study will be prepared early in the fall. A larger experimental design will be devised when all of the units are available.

STUDY-TEACH PROGRAM WITH GEORGE PEABODY COLLEGE

The School District of University City has been one of five school systems engaged in a three-year cooperative teacher education program with George Peabody College for Teachers of Nashville, Tennessee. The program demonstrated that cooperative school and college efforts could make an impact through a planned sequence which utilized both college and school resources.

Students selected for the program could complete the junior and senior years of undergraduate study, the master's degree, and one year of full-time teaching within a three-year span. Miss Linda Horton, fifth grade teacher at Blackberry Lane School; Miss Judith Gray, English teacher at Senior High School; Miss Mary Ann Ruf, English and social studies teacher at Brittany Junior High School; and Miss Becky Morton, Special District, came to University City as beginning teachers through the Study-Teach Program.

SUMMER CURRICULUM PROJECTS FOR TEACHERS

A GROWING INTEREST

For several summers University City teachers working individually or in groups have been employed for varying lengths of time in the summer to prepare teaching materials and to learn new techniques for the improvement of instruction and curriculum. The number of teachers involved in summer projects is increasing. During the current summer, 77 teachers were working on summer projects or in summer institutes sponsored by the local school system, contrasted to 12 in 1960, 33 in 1961, 60 in 1962, and 63 teachers in 1963.

PROJECTS OF 1964

1. Administration of Gesell-Developmental Examination at Flynn Park School

2. Development of materials for use in the experimental reading stations at Delmar-Harvard and Pershing for the 1964-1965 school year.

3. Development of an integrated, sequential program of instrumental music instruction in the intermediate grades of the elementary school.

4. Development of materials for United States History-American Literature Teams at Senior High School.

5. Revision of the curriculum for safety course at Senior High School.

6. Foreign language institutes at home and abroad.

7. Development of materials for Initial Teaching Alphabet method of beginning reading.

8. Preparation of individualized reading materials for a fifth grade classroom.

9. Revision of the elementary school physical education curriculum guide

10. Preparation for eighth grade team teaching in English and social studies.

11. Development of materials for use with technological aids at McKnight Elementary School.

12. Production of instructional materials for the Ruth Park Outdoor Living Laboratory.

13. Preparation for a sequential and intergrated English program in composition and literature at Senior High School.

SUMMER SCHOOL

NEW NAME, NEW DIRECTOR

The Summer School in University City has been renamed the "Summer Study Center." Dr. Edgar H. Mueller is the new director.

NEW COURSES

In the summer of 1964, 119 courses were offered to pupils from grades one through twelve; 45 more courses than the previous year. The remedial aspect was de-emphasized this year and the new courses were mostly of an enrichment type. Both credit and noncredit courses were offered.

New senior high school courses included: *Creative Art, Creative Crafts, Beginning and Advanced Bridge, Conversational Spanish, French and Russian, Drama, Architectural Drawing, Refresher Mathematics, Gymnastics, Body Building and Swimming for Boys, Chemistry I and II, and Great Decisions-1964.*

New junior high school courses were: *Handwriting; Creative Crafts; Conversational Russian; Riverboats, Railroads, Rockets, St. Louis from 1764-1964; Gymnastics, Body Building and Swimming for Boys; Beginning and Advanced Bridge; Recreational Study of Literature; Nature Recreation and Field Biology; Exploring Earth's Science; Ceramics; Woodworking; and Refresher Mathematics.*

New courses in the elementary summer study center are: *Elementary Physics, Chemistry, Geology, and Biology; Field Trip Courses in Natural Science; Astronomy; Painting, Drawing, Sketching, and Printmaking; Crafts, Ceramics, Collages and Wire and Paper Sculpture; Swimming and Tennis; Great Explorers; Comparative Forms of Government; and Post-Kindergarten Reading Readiness.*

NEW STUDENTS

For the first time, nonresidents as well as residents of University City were invited to attend all levels of the Summer Study Center. Total enrollment for the summer of 1964 was 1300 students, an increase of nine per cent over the previous year.

NEW ORGANIZATION

Class time was increased by 30 minutes at the secondary level and noncredit courses had the same length as credit courses. No Saturday classes were held this year.

In the secondary schools an honor system for conduct prevailed. Students were on their honor in the libraries as well as in the study halls. Vending machines were available for snacks in the cafeteria and students were not heavily supervised. Each one carried an identification card which would have been removed and the student would have been asked to leave the building if undesirable behavior had occurred.

DOES A STUDENT LEARN AS MUCH IN SUMMER SCHOOL AS IN THE REGULAR YEAR?

This question was explored in the summer of 1964 through a research study in Senior Composition. Mrs. Margaret Farrar taught Senior Composition in summer school in exactly the same manner that she taught it during the academic year. The only difference was that the summer course was approximately 16 clock hours less than the regular year's course.

Experimental and control groups were matched statistically for intelligence, age, sex, and marks in eleventh grade English. The experimental group consisted of students who studied Senior Composition in the summer of 1964. The control group was composed of students who studied Senior Composition with Mrs. Farrar during the second semester of 1963-64. Both groups were administered part one of the STEP Writing Test near the end of each course.

Criteria for comparison of the two groups were: the STEP Writing Test, final marks in Senior Composition, and marks received on the first two and last two compositions. The data will be analyzed early in the fall of 1964.

TEACHER AIDES

SPRING GROUNDBREAKING

Preliminary work was done in the spring of 1964 to launch a teacher aide experiment as part of the Comprehensive Project. Beginning in September, teachers working in team or cooperative arrangements in Brittany Junior High School and McKnight, Greensfelder Park, and Nathaniel Hawthorne Elementary Schools will test the effect of adding teacher aides to the team.

Can the use of teacher aides help teachers meet the demands of the changing curriculum by making better use of new instructional techniques, technological equipment and a variety of materials? Will the teacher aides help teachers use their own talents and capabilities in more professional ways? Will the teacher aides make it possible to organize for pupil growth more effectively?

PROPOSED DUTIES

The teacher aides will meet with the teams of teachers when plans are being made. Tasks for each aide will be planned cooperatively. At times, aides will have pupils in their care under the direction of teachers. Such tasks as these may be assigned to aides as well as numerous others:

Use movie projectors, film strip projectors or tape recorders with small groups of children.

Develop materials under a teacher's direction.

Supervise small study groups, testing situations, or children's individual study projects.

Help children who have been absent.

Collect resources such as maps, magazine articles, or library books for children to use.

Work with pupil committees.

Supervise children who are writing a school newspaper, developing a bulletin board, practicing a play, painting a mural, etc.

Continue an art lesson that has been begun by the teacher.

Help in large group situations as a second person to assist with the mechanics of calling the roll, answering messages, or taking care of fringe discipline activities in an auditorium.

Accompany a teacher on a field trip with a large group of children.

Take a group of children to the playground for a break, or supervise a group in the cafeteria at noon.

SELECTION OF AIDES

An announcement of the project was made on a televised session of the Board of Education in May and articles followed in the local newspapers. The Comprehensive Project Office subsequently received 300 inquiries. Of these 76 persons filed applications for teacher aide positions and an additional 34 filed applications for English composition aide positions which are discussed in another section of this book. From the 76 teacher aide applicants, seven were selected by principals and teachers on the basis of college background and experience in working with children.

EVALUATING THE EFFECTIVENESS OF THE EXPERIMENT

Tentatively, plans for evaluation include both the viewpoints of the aides and of the teachers. Aides will be asked to list responsibilities they have carried out and amounts of time spent on each kind of job. Teachers will be asked to state how they were able to use their own time more effectively because of the assistance of the aides. Results will be studied by those concerned in the project in collaboration with the consultant on evaluation.

CAFETERIA SUPERVISION

At Greensfelder Park School a separate experiment will be conducted next year outside of the Comprehensive Project. Here a parent has been employed to supervise the lunch hour. This will be the first tryout of noncertificated cafeteria supervision in University City.

IMPLICATIONS

From these tryouts the effectiveness of lay assistants to teachers will be determined and recommendations for a long range plan will be developed.

TEACHER LOAD AND JOB ANALYSIS

REFERRED TO A COMMITTEE

Ranking in second place on the teachers' survey of needs and priorities was the problem of teacher load. Early in the school year, Dr. Robert S. Gilchrist, superintendent, appointed a committee to investigate the question of staff utilization and teacher load and to make recommendations for action. Appointed were:

E. E. Watson, E. Cave Barrow, Eugene A. Diggs, James M. Dunlap, Mark Boyer, M. F. Drury, Margaret Kerr, and Glenys G. Unruh. The committee reviewed the suggestions that had been made at the June Conference on the Comprehensive Project, suggestions made in the September survey, and a report from elementary principals on needs for a study of class size. From these discussions a list of the aspects of the problem of staff utilization and teacher load was compiled. A sample job analysis survey was made of nine representative classroom teachers at various levels.

PROBLEMS AND QUESTIONS

The most pressing questions seem to be these: How can teachers prepare for the new curriculums without being overloaded? Are there nonteaching duties that could be lightened for the teacher? How can time be found for new factors that add to the teacher's job such as team teaching or individualized instruction for children with unusual problems? Does compensatory time really compensate for the extra duties of secondary teachers such as the coach, the drama director, and the sponsor of the year book? Are we assuming that the teacher's load is heavier than some years ago? If so, what has been added to the teacher's job now over the past?

SEARCHING FOR ANSWERS

The committee recommended that an outside team be employed to make a job analysis survey and to make recommendations for solutions to meet the problems of teacher load in University City. The Bureau of Consultant Services of Washington University was asked to submit a proposal. This was done in April 1964; however, the proposal as stated was not accepted by the administrative leadership group of the school system. At the present time action is being delayed until the proposal can be resubmitted. The committee expects to continue its work until a satisfactory conclusion is reached.

TEAM TEACHING, GROUPING FOR LEARNING AND NONGRADING IN THE ELEMENTARY SCHOOLS

BACKGROUND

Each elementary school has developed its own plan of organization since the beginning of the nongraded primary plan and intermediate grade groupings in September 1958. In some schools ungrading is done within the self-contained classroom. In other schools a team or cooperative teaching plan, Joplin Plan or other type of grouping has been used. These programs have been reported in the annual Progress Reports of new programs.

The present report relates some illustrations of innovations and developments of the 1963-1964 school year or plans for the coming year.

BLACKBERRY LANE SCHOOL, Miss Mary Lou Wells, Principal

Miss Catharine Morisseau, who was a member of an elementary team that visited Dr. Donald Durrell's pupil-team projects in the Boston area, has experimented with the idea in her own classroom. She prepared packets of materials for her primary one classes in spelling, number work, and various types of skill material for reinforcement such as word attack skills, word endings, worksheets for stories in the supplementary readers, and vocabulary exercises. Children are paired for this type of pupil-directed learning and alternate as "teacher" and "pupil."

In the sixth grades, Miss Miriam Plax and Mr. James O'Brien formed a teaching team in which Miss Plax taught language arts and reading and Mr. O'Brien taught science and mathematics. At times the entire sixth grade formed a large group in the all-purpose room. Films, field trips, music programs and resource speakers from India and South America were presented in this manner.

CANTERBURY ELEMENTARY SCHOOL, Mr. Frank H. Duval, Principal

Canterbury teachers teamed with the McKnight teachers the past year on the Educational Services Incorporated (ESI) science program and on a summer project for preparation of resource materials in social studies including a program of tapes and slides on Missouri. Mrs. Marion Green, who taught a combined second and third grade room, demonstrated Cuisenaire methods in a nongraded plan on occasion this year. Next year, Canterbury School, which was a small school in enrollment, will be discontinued and the pupils and teachers will be transferred to McKnight and Blackberry Lane Schools.

DANIEL BOONE SCHOOL, Mr. H. Hays Hope, Principal

Two primary classes at Daniel Boone School had a cooperative learning experience using Reader's Digest Skill Builders as the motivation. The two classes were divided into partner groups and each teacher supervised twenty-six children. Children working in pairs with teacher assistance advanced from lesson to lesson at their own levels of speed. This activity was in progress for one-half hour, twice weekly. Miss Goldie Gabriel and Mrs. Ernestine Reynolds were the primary one teachers.

DELMAR-HARVARD SCHOOL, Mr. Earl H. Greeson, Principal

The sixth grade program of team teaching in science will be expanded next year to all subjects of the fifth and sixth grades. A unique plan had been devised to accomodate a "combination" fifth and sixth grade room. Traditionally, both teachers and parents have sought to avoid combination rooms; that is, rooms made up of two grades. Combination rooms are necessary in a few schools to balance the enrollment.

Next year in the Delmar-Harvard School five teachers will be involved in a team plan: Miss Ruth Lounsley, Mr. Arlin Longfield, Mr. Joseph Blasingame, Mrs. Barbara Hirst, and Mrs. Amy Miller. In the morning, fifth graders will be divided into three classes of twenty-one pupils each and will study reading, arithmetic, language arts, and foreign language while the sixth graders will be divided into two larger classes for science, social studies, and music. In the afternoon the sixth grade will be divided into three small groups and the fifth grade into two large groups. Mrs. Amy Miller will teach fifth grade in the morning and sixth grade in the afternoon. As there is enough space in this school, she will move to a separate classroom for the afternoon so that the problem of having pupils carry materials from room to room will be avoided.

FLYNN PARK SCHOOL, Mr. Melvin Oppliger, Principal

A modified Dual Progress plan was in effect at Flynn Park School during the second semester of the past year. The three sixth grades at Flynn Park School were normally divided into one extended and two regular groups, and this grouping continued to be the homeroom plan in the afternoons. At this time social studies, reading and language arts were taught by each homeroom teacher. In the mornings the three sixth grade classes were regrouped for science, mathematics, foreign language and music. The three sixth grade teachers specialized for the morning program, each teaching three sections of a subject. Pupils moved from room to room, regrouping each period.

GREENSFELDER PARK SCHOOL, Dr. Edgar H. Mueller, Principal

"Much ground work was done this year in planning for instructional and organizational changes at Greensfelder for 1964-65. Ultimately the goals of the school are to nongrade the curriculum and instruction at all levels, to improve the quality of instruction through using new media and techniques, to best utilize the resources of adult time and talents, and to personalize and individualize everything we do with the children with the highest degree we can practically manage," said Dr. Mueller.

In primary years one and two, classrooms will be homogeneously grouped on a general level of readiness factor according to the previous teacher's judgments based on productivity, behavior, IQ scores, and reading test scores. The instructional programs in these three rooms will be largely self-contained with ungrading within the room.

In grades three through six, children will be grouped in homerooms on a planned organization of heterogeneity. Children in seven rooms will be regrouped or deployed for instruction in language arts and arithmetic. The entire morning for these rooms will consist of two large blocks of time uninterrupted by special subjects. For each of these two instructional periods children will be deployed into limited homogeneous groups based on achievement levels. Chronological age, homeroom, or grade placement will be unimportant in their instructional group placement; there will be grouping across grade lines.

The afternoons for these grades will be reserved for French, social studies, art, music, and science instruction. Occasional large group instruction will be planned mutually by the homeroom teachers involved.

New approaches will include: a modern mathematics program, listening stations and tape teaching, the pupil-team approach in at least two rooms, the discovery approach in materials and techniques, and more use of the electronic controlled reader.

JACKSON PARK SCHOOL, Miss Margaret Kerr, Principal

Cooperative teaching in reading in the intermediate grades under a modified Joplin Plan has been in progress at Jackson Park School since 1957. Improved materials, sharing of teacher talents, and individualization of instruction are features of the program.

Modern mathematics is taught throughout the Jackson Park School under the guidance of Miss Kerr, who has the leadership responsibility among elementary school principals for mathematics.

McKNIGHT SCHOOL, Mr. Frank H. Duval, Principal

Team teaching was initiated in the McKnight intermediate grades in September 1959 and has brought about not only a new approach to school organization but introduction of new curriculums. The *Grade Teacher* of May 1964 featured the team teaching program at McKnight School.

The faculty of McKnight School, headed by Mrs. Edith McKinnon, lead teacher for mathematics, has worked cooperatively with Webster College on the Madison Project in mathematics. Dr. Robert Davis and his consultants instructed in mathematics for twenty to forty minutes twice a week in every classroom in McKnight School the past year.

ESI science units were used in all grades at McKnight School. Emphasis of the ESI program is on the process of reaching the truth rather than on rote memorization of facts. Consultants from Webster College demonstrated and cooperated with the McKnight staff on such units as gas physics, playground physics, kitchen physics, plant growth, and microecology. In plant growth, for example, a contrast of environments was made by setting up different combinations of terrain, moisture and fertilizer in big boxes in the classroom. Pupils were led to find out for themselves what grew best in each situation.

In kitchen physics and playground physics a new approach to the physical laws of science was made using commonplace materials such as jars, egg beaters, pendulums, and balance beams. Children were led to discover basic laws of physics.

In a creative dramatics project Mr. Kenneth Boeckel, a student at Webster College, worked with small groups of primary children on interpretative dramatic skills.

A revised spelling program was written by Mrs. Sylvia Stryker, lead teacher for language arts, in which reading attack skills were correlated with spelling and handwriting skills. The new program proved to be very interesting to the children.

Miss Sue VanValkenburg, lead teacher, developed several units in social studies as a new approach to conceptualization. One unit on exploration of the new world involved materials and techniques designed to contribute to the child's understanding of the nature of history, the content of history, and the method of history. Through thought provoking questions children were led to find the purpose of Columbus' voyage, for example, and other questions led the children to clarify and develop concepts of his place in history.

NATHANIEL HAWTHORNE SCHOOL, Dr. Fred E. Brooks, Principal

Grouping for instruction in the intermediate grades has been part of a movement toward crossing grade lines. In the fifth and sixth grades at Nathaniel Hawthorne School the past year, reading classes were divided into five groups which met from 9:00 to 9:50 each morning. Children who were running behind in reading received special individualized assistance. Next year the fourth grade will be included in the plan.

Mathematics, language arts, and social studies were also grouped on achievement levels in the fifth and sixth grades. The homerooms were heterogenous groups in which science, physcial education, music, art, and handwriting were taught. Large groups met with Mrs. Elizabeth Hausman, resource teacher, once a week for laboratory science. Cooperative planning was done by the intermediate grade teachers in which lead teachers headed the planning but all taught all subjects.

Next year in the primary grades there will be twelve levels so that all children may be reached by exchanging a few children between rooms. Children will be able to move into whatever level they need in arithmetic as well as in reading. A teachers' aide will be assigned to Nathaniel Hawthorne next year to assist with small groups for greater individualization of instruction.

PERSHING SCHOOL, Mrs. Melanie Knight, Principal

A special problem exists in the Pershing district as it encompasses transition and industrial neighborhoods. Part of the district will be included in the urban renewal plan of University City. Many of the children in Pershing School are from transient, underprivileged homes.

Increased enrollment made possible the addition of a teacher at mid-year, and a special room was organized. Mrs. Blanche Jenkins was the teacher, and fifteen fourth graders came to her for remedial instruction in the morning and fifteen fifth and sixth graders came in the afternoon. All of these children returned to their regular classes on the other half-day. Children who would have been frustrated in regular classes revealed special talents in this class.

The teacher began with an interest inventory and whatever background information she could collect in determining the level at which each child could find success. She started the children in books they had not used before. A variety of techniques including the language experience method was used. Before the year was over, the combined classes of this room produced a magazine which showed that children who had not previously found success had special talents.

A primary ungraded room was also organized for transient children of the early primary levels. Mrs. Rose Marie Heinze was the teacher of this room. As children came in they would work with Mrs. Heinze until they were able to be reassigned to a regular class. Enrollment was kept at about twenty.

Success of these groupings were in large part due to the teachers' understanding, warmth, and knowledge of successful techniques to use in teaching.

Plans for next year are to continue the work begun this year in reading and language arts, but instead of the two special rooms, a modified Joplin plan will be organized in reading at all levels in the school. Very slow children, transient children and newcomers will be placed in a special group for reading within the Joplin plan.

UNIVERSITY FOREST SCHOOL, Mr. Lloyd W. Barnard, Principal

At University Forest School the past year, Mr. Stephen Barnholtz and Miss Marilyn Smith cooperated on a departmentalized plan in which Miss Smith taught Spanish and Mr. Barnholtz taught science to all fifth graders. The two teachers also organized the classes into regroupings for mathematics. Social studies, reading, spelling, music and art were taught in a homeroom situation by each teacher. In the fourth grade Miss Rhodella Davis and Miss Norma Fox also exchanged rooms for Spanish and science.

Next year's plans include special groupings for science in the sixth grade to set up the demonstration center under the Illinois Studies in Inquiry Training Program.

TEAM TEACHING IN AMERICAN HISTORY AND AMERICAN LITERATURE, SENIOR HIGH SCHOOL

MAJOR REVISION

Four Senior High School teachers began work in March 1964 on a project for coordinating the teaching of American history and American literature in the coming school year. The purpose of the project is to develop a major revision in the teaching of American history and American literature. Formerly American history was offered in grade twelve and American literature was a half-year course in eleventh grade. Over the next three years American history is to be moved to the eleventh grade for all students at Senior High School with approximately 200 eleventh graders moving into the program each year.

The teachers hope to coordinate the materials of American history and literature to avoid overlapping and needless repetition. The curriculum in American literature is to be amplified to correspond with the present full year course in American history. Teaching materials and resources will be updated.

PLAN OF ACTION

The four teachers will divide into two teaching teams. Mr. Howard McKee and Miss Mary Zaman will provide a team teaching model along the traditional classroom centered approach. Mr. McKee will continue to teach American history and Miss Zaman will continue to teach American literature but they will coordinate their courses so that students taking the two subjects will be studying the same historical periods at a time.

A second team, made up of Mr. Earl Fendelman and Mr. Stephen Weideger, will work in double periods of time. The students will undertake studies in depth under the direction of both teachers using the case method approach in combination with the "post hole" concept.

The teachers taking part in the project spent one period per day in the spring semester in research work. They investigated primary sources, analyzed documents, investigated differences in historical and literary materials and methods, and investigated new methods of teaching such as the influence of the discovery method on the humanities.

During the summer, each team worked several weeks to develop the curriculum materials they will use during the 1964-65 school year. Dr. Barry Karl of Washington University, who is an authority in the fields of both history and literature, served as consultant to the team members during the summer.

"There is no substitute for consultant help tailored to University City," said a team teacher. *"Dr. Karl helped us get away from organizing content around the presidents' terms of office and develop longer sweeps in American history. He helped us identify key ideas within a period in both literature and history."*

DESIGN FOR EVALUATION

In the design for evaluation, it is planned that experimental and control groups will be formed. Experimental groups will be comprised of approximately 200 eleventh graders who are taking American history and American literature concurrently in the team project. Control groups will consist of students in regular American literature courses in the eleventh grade and American history students in the twelfth grade.

The experimental and control groups will be matched for such factors as age, sex, intelligence, grade point average, California Reading Achievement scores, California Language scores, and Differential Aptitude Test results. Attainment will be measured by the Every Pupil American History Test, the Brown-Carlsen Listening Comprehension Test and the Watson-Glaser Thinking Appraisal Test. These tests will be administered in September 1964 and June 1965 to all pupils in the experimental and control group.

TEAM TEACHING IN THE JUNIOR HIGH SCHOOLS

EXPLORATORY PHASE

Before introducing a team teaching program in the junior high schools, preliminary work was done in the spring and summer of 1963. Several teachers of the prospective teams visited the Decatur, Illinois, team teaching programs. The combined teams of both junior high schools met for discussion and exchange of ideas. The Hanley team, under the leadership of Mrs. Virginia Plank and Mr. John Ohlendorf, team leaders, worked in the evenings during the spring to make preparations. Mrs. Wilhelmina Ashmore and Mr. Richard Vinson, Brittany team leaders, under the direction of Mr. M. F. Drury, principal, worked on preliminary plans and preparation of materials in a four-day summer project in 1963. Mr. Ohlendorf and Mr. Larry Moceri attended an eight week problem-solving and team teaching summer workshop at Harvard University in the summer of 1963.

ACTION PHASE

In September 1963, all seventh grade students in the English, social studies and foreign language block of time were initiated into a team teaching program. Facilities were found in the auditoriums and cafeterias for large group instruction. Classroom space was used to its utmost capacity for small group instruction.

MID-YEAR ASSESSMENT

Representatives of the teams met with Dr. Philip DuBois, consultant, early in the fall to plan the evaluation of the project. It was decided that the evaluation during the first year of the project would be done through interviews conducted at mid-year.

SATISFACTIONS AND STRESSES

Both enthusiasms and concerns were evident in the results of the interviews. Teachers were most enthusiastic about their new functions and responsibilities, the benefits of working together, the ease with which they were able to cooperate, and the value of exchanging materials. They felt that the large group instruction was worthwhile. Lectures and audio-visual aids were more efficiently used with several groups at one time and more use was made of specialists. The small group instruction was also seen as beneficial, particularly the remedial work for slow learners and enrichment for fast learners. Pupils enjoyed the variety of the large and small group organizations.

Teachers reported serious problems and concerns among which were lack of time for team preparation and inadequate facilities for large groups and small groups. They felt there were too few specialists and too little opportunity for individualized instruction. The shortening of the time in the block to accommodate foreign language was regretted by the block teachers.

PERSPECTIVES

In February the teams met with Dr. Judson T. Shaplin as consultant. The purpose of the meeting was to review the strengths and weaknesses of the program and to look ahead for better solutions. Dr. Shaplin pointed out that thus far in these two junior high schools there had been a relatively conservative approach toward team teaching. Minimal time was scheduled for planning, there was more heterogeneous grouping than homogeneous, the regular teacher load had been maintained, there was minimal secretarial or aide assistance and the existing curriculum had been used thus far.

He observed that one strength of the teams was the variance between large and small group patterns. The teams had not tried to force a schedule. They met in large groups only when useful. The tolerance level was good among the team members and there was a relatively smooth organization within the existing pattern. Impact of better use of material resources and teacher talents had become evident. More use of student teachers, interns, remedial teachers, and teacher aides would be useful, he said.

PROGRESS

The second semester showed a general strengthening of the program. Mr. Drury, in looking back over the year, said in June 1964, *"Team teaching kept the entire curriculum on keel with all teachers participating and cooperating. English and social studies were kept in balance. Although we had the same curriculum content our teams moved toward a thematic approach.*

"There was a better correlation of materials and better use of resources. For example, the art of the renaissance was related to social studies. Mr. Thomas Lawless, art teacher, prepared lectures and slides for large group presentations in a cross-dicipline approach. More creativity took place through team interaction. Mr. Moceri's work in the problem solving institute at Harvard was creatively expressed in a series of studies of the effects of various themes of history or man.

"There was much increase in teacher-made materials: transparencies and overlays, pictures, filmstrips, booklets for pupils, worksheets and maps to build up, were all coordinated with complex instructional student guides. Resources were developed for the seventh grade and the resource room made these readily available for teachers.

"Uniform testing for seventh grade block classes is now possible. The team members working together constructed the tests."

PLANS

In 1964-1965 team teaching is to be expanded at Brittany Junior High School into the eighth grade so that the English-social studies block program in both seventh and eighth grades will be organized on a team teaching basis. Two full-time teacher aides and two half-time teacher aides will be added to the teams. Team teaching will continue in the seventh grade at Hanley Junior High School.

Eighth grade teachers prepared for the team teaching program in a summer project at Brittany as the seventh grade had done the year before. The seventh grade teachers worked with the eighth grade teachers so that some pitfalls might be avoided.

TECHNOLOGY

TAPE TEACHING

Listening centers for tape teaching, which were introduced into the University City Schools in 1961, have been steadily increasing in number, in variety of uses, and in the quality of the programming. New tapes and new ways of teaching with a tape recorder are continuing to be developed by ingenious teachers.

In the kindergarten at Blackberry Lane School, twenty minute stories for readiness have been programmed for small groups of children. Appreciation, listening skills, and background information are developed in this manner. In primary one and two in the same school, phonics drill materials have been produced for tape teaching and small groups of children who have particular needs for skill improvement may listen at a table at the rear of the room or in the hall.

Primary one rooms at Flynn Park School have developed an extensive library of tapes in reading, arithmetic, and informal French.

In the third primary year at Daniel Boone School tape teaching materials include correlated work for every unit in the reading program as well as tests and dictation. One pupil is the engineer who takes care of the mechanics for each listening station group.

XEROX

A Xerox copying machine was installed at Senior High School in January 1964. An average of 13,000 copies per month have been produced since then by teachers of the school district who use the Xerox machine on a self-service basis.

OVERHEAD PROJECTION

Some increase in the production and use of transparencies for the overhead projector has been noted this year. Teacher-made transparencies predominate, although some commercial transparencies are coming into use. The Diazo process has been added to the resources of the Instructional Services Center and teachers who participated in a Technifax workshop learned to use the new equipment to make overlays in color.

INSTRUCTIONAL TELEVISION

A committee headed by Mr. Donald Axt has been studying closed circuit television possibilities for University City. The committee reports that programming is more of a problem than equipment; that technology is thirty years ahead of education.

One encouraging development is a television study at the county level. The United States Office of Education has awarded a $56,000 grant for a one-year study of the feasibility of developing a closed-circuit instructional television network in St. Louis County.

Mr. Paul A. Andereck, director of the county study said, "*The project envisions the creation of eight 'circles,' composed of groups of adjacent school districts in St. Louis. Ultimately, each circle would co-operatively own and operate a production center, including mobile television facilities for 'on location' programs. The entire system would be supplied by a central film library and instructional materials center.*"

The first year's study will be called the North Circle Project, and will be concentrated on six north county school districts, some of which already are experimenting with closed-circuit television. They are: Ferguson-Florissant, Berkeley, Hazelwood, Jennings, Kinloch and Riverview Gardens.

Under the long-term proposal, each circle would have ten channels, two of which would be used to originate and transmit live programs. Better utilization of specialists, better use of teacher-talents, better use of the materials centers and better use of open circuit TV through a rebroadcast would be made possible with the projected CCTV plan. The other eight channels would carry prerecorded lessons.

Video tape recorders in the county audio-visual center would make possible nighttime storing of films or display materials for delayed broadcast on retrieval in any classroom. It would be possible to store materials from museums or libraries in the area. Rather than delivering films by trucks throughout the county, the use of microwave bands would beam the films directly into the schools.

HELP WANTED

"*A full-time audio-visual 'idea man' could help the University City Schools move into better use of technology much sooner,*" said Donald Axt. "*The audio-visual people want to collaborate with the librarians to develop this field of curriculum work. Both librarians and technology specialists must work with the teachers who are determining new curriculum programs if the new programs are to become effective without delay.*"

People

VISITING CONSULTANTS

PERSON, ADDRESS	THEME OF CONSULTATION	DATES
William M. Alexander, University of Florida, Gainesville	Comprehensive Project Conference	Jun. 26-27, 1963
Robert Allen, Teachers College, Columbia University	Linguistics	Mar. 9. 1964
David W. Beggs, III, University of Indiana	Flexible Scheduling, Secondary Organization	Jun. 17-18, 1964
James R. Burmeister, Washington University	Statistical Studies	Continuing
Nelia Castillo, Mexico City	Spanish Institute in Mexico City	Aug. 3-21, 1964
Jeanne Chall, City College of New York	Reading	May 25, 1964
Beth Crook, University of Delaware	Music	Nov. 16, 1963
Eugene Dawson, Cleveland Ohio	Elementary Foreign Language Evaluation	Apr. 16, 1964
Philip H. DuBois, Washington University	Evaluation and Research Design	Continuing
Leonard Freyman, Cleveland Heights, Ohio	English Composition Aides	Sept. 24-25, 1964
Sister M. Jacqueline Grennan, S.J., Webster College	Inquiry	Mar. 11, 1964
Barry Karl, Washington University	American History and American Literature	Jun. 15-Jul. 24, 1964
Elizabeth Keesee, U. S. Office of Education	Elementary Foreign Language Evaluation	Apr. 16, 1964
Rita R. Noah, St. Louis	Spanish in the Elementary Schools	Continuing
Roger Pillet, University of Chicago	Elementary Foreign Language	Apr. 16, 1964
Natalie Robinson Cole, Los Angeles	Art	Oct. 17, 1963
Raymond L. Schools, Brentwood, New York, and Hofstra University	Curriculum Logic	Jan. 20-21, 1964

PERSON, ADDRESS	THEME OF CONSULTATION	DATES
Judson T. Shaplin, Washington University	Team Teaching	Continuing
Celia B. Stendler, University of Illinois	Kindergarten	Apr. 30, 1964
Burton Wheeler, Washington University	English	Jun. 22-Jul. 17, 1964
Rita Youmans, University of Wisconsin	Home Economics	Apr. 4, 1964

BOARD OF EDUCATION

Alfred J. Fleischer, President

Sidney N. Hurwitz

Mrs. Leonard Fuchs

Mark R. Gale

Marvin M. Klamen, beginning April 1964

Mrs. J. C. Horner, until April 1964

Marvin B. Levy

ADMINISTRATORS, COORDINATORS, RESOURCE PERSONS

ADMINISTRATORS AND COORDINATORS, CENTRAL OFFICE, WARD BUILDING

Robert S. Gilchrist, Superintendent until February 1964

Martin B. Garrison, Incoming Superintendent, September 1964

E. E. Watson, Assistant Superintendent, Acting Superintendent until September 1964

E. Cave Barrow, Director of Personnel

Eugene A. Diggs, Director of Instruction

James M. Dunlap, Testing and Research

Guy W. Hagnese, M.D., Medical Services

Anthony P. Mayesa, Elementary Foreign Language

Virginia R. Moore, Guidance and Special Services until July 1, 1964

Lester V. Smith, Health, Physical Education, and Safety

Victor P. Smith, Art

Mary K. Stamper, Music

Glenys G. Unruh, Comprehensive Project

Richard M. Weiss, Communications

PRINCIPALS

Mark A. Boyer, Senior High School

Marion F. Drury, Brittany Junior High School

Jennings H. Biebel, Hanley Junior High School
until July 1964

James F. Jester, Hanley Junior High School
beginning August 1964

Mary Lou Wells, Blackberry Lane
Elementary School

H. Hays Hope, Daniel Boone Elementary School

Earl H. Greeson, Delmar-Harvard
Elementary School

Melvin Oppliger, Flynn Park Elementary School

Edgar H. Mueller, Greensfelder Park
Elementary School

Margaret E. Kerr, Jackson Park
Elementary School

Frank H. Duval, McKnight Elementary School

Fred E. Brooks, Nathaniel Hawthorne
Elementary School

James A. Hopson, Pershing Elementary School
on leave

Melanie B. Knight, Pershing Elementary School
acting principal

Lloyd W. Barnard, University Forest
Elementary School

ASSISTANT PRINCIPALS

Robert R. Russell, Senior High School

Lloyd L. Brewen, Senior High School

Joe A. DeWoody, Brittany Junior High School

Harland R. Speer, Hanley Junior High School

RESOURCE TEACHERS, ELEMENTARY PROGRAM

Alice O. Coffman

Jean R. Lang

Lee Trotter

Elizabeth W. Hausman

COMPREHENSIVE PROJECT PERSONNEL

Carl M. Bruns, Resource Teacher for the
Mathematics Project until July 1964

Daniel A. Faherty, Incoming Resource Teacher
for Mathematics, September 1964

Otto F. McClintick, Resource Teacher for the
Reading Project

George P. Rau, Resource Teacher for the
Problem Learner Project

Constance J. Shubert, Comprehensive
Project Secretary

Betty Wood, Secretary for Subprojects

Ellen Ross, Guide for Visitors

xxxxxxxxxxxxxxxx

COMMITTEES AND COUNCILS

ADVISORY FACULTY COMMITTEE FOR THE COMPREHENSIVE PROJECT

Robert S. Gilchrist, chairman,
succeeded by Martin B. Garrison

E. E. Watson

E. Cave Barrow

Eugene A. Diggs

H. Hays Hope

Mark A. Boyer

Walter Stockhaus (until July 1964)

Chollie Loomis

Ida Bieber (until July 1964)

Earl Tibbetts (beginning July 1964)

Glenys G. Unruh

AUDIO-VISUAL AND TELEVISION BUILDING COORDINATORS COMMITTEE

Donald L. Axt, chairman, Senior

Loran F. Blaine, Brittany	Earl H. Greeson, Delmar-Harvard	Marie K. Jordan, Pershing
Edmond A. Roberts, Hanley	Jane N. Hill, Flynn Park	Joyce Ann Trower, Pershing
Ethlyn B. Jones, Blackberry Lane	Carol Ann Crebs, Greensfelder Park	Virginia M. Harrison, University Forest
Ernest Warren, Daniel Boone	LaVerne Ann Buescher, McKnight	Glenys G. Unruh, Ward

CITIZENS COMMITTEE FOR THE COMPREHENSIVE PROJECT

Mrs. Malcolm Barber	Mrs. A. Lawrence Hirsch	Mrs. Paul Purzner	Charles Stremsterfer
Herbert Berger	Dr. Carl Kisslinger	Mrs. Jack Reiter	Mrs. Francis Trotter
Mrs. Edward Biernbaum	Mrs. Merle Kling	Oscar Rexford	Mrs. Sidney Velick
Morris Blitz	Rev. John Langlitz	Rabbi Joseph Rosenbloom	Mrs. Carl Wegner
Harold Eisenberg	Thomas H. Loose	Mrs. E. Dorsey Ruth	Justin Weil
Charles Fisher	Dr. Gustav Mesmer	Mrs. Robert H. Salisbury	Melvin S. Weinberg
Barry Friedman	Mrs. B. Morris	Mrs. Melbourne R. Scherman	Dick Weinstein
Jerry Gera	John W. O'Neil	Dr. Sterling Schoen	Dennis Woodside
Mrs. Leo Glickert	Emery Parks	Lester Serenco	Mrs. Morris Wortman
Albert Goodman	Mrs. Jerome Patterson	Dr. W. Sherman Skinner	
Jack Hewitt	Philip B. Poleter	Mrs. James Spiro	

CLOSED CIRCUIT TELEVISION COMMITTEE

Donald L. Axt, chairman

Mark A. Boyer	Richard H. Weiss
M. F. Drury	Eugene A. Digge

COUNCIL ON THE ELEMENTARY SCHOOL PROGRAM

Eugene A. Digge, chairman, Ward

James R. O'Brien, Blackberry Lane	Chollie Loomis, Jackson Park
Berniece Perkins, Delmar-Harvard	Frank H. Duval, McKnight
Cecilia Gabriel, Daniel Boone	Ann L. Covington, Nathaniel Hawthorne
Martha W. Cook, Flynn Park	Henry L. Parsons, Pershing
Hattie K. Nixon, Greensfelder Park	Jane McBride, University Forest

COUNCIL ON THE SECONDARY SCHOOL PROGRAM

Eugene A. Digga, chairman, Ward

Lois E. Hachtmeyer, English, Brittany

Earl Tidrow, Mathematics, Brittany

Helen Van Bibber, Home Economics, Hanley

Curtis Jennings, Social Studies, Hanley

Russell Tuck, Science, Hanley

Bailey Birkhead, Industrial Arts, Hanley

Laura R. Briscoe, Commercial, Senior

Mario J. Gonzalez, Foreign Language, Senior

Lester V. Smith, Physical Education, Ward

Victor Porter Smith, Art, Ward

Mary Kay Stamper, Music, Ward

ENGLISH COMMITTEE, SECONDARY

Eugene A. Digga, chairman, Ward

Wanda M. Bowers, Senior

Judy M. George, Brittany

Lois E. Hachtmeyer, Brittany

Marjorie S. Harris, Senior

Otto F. McClintick, Ward

John T. Ohlendorf, Hanley

Virginia G. Plank, Hanley

Ruth W. Rothschild, Senior

Glenys G. Unruh, Ward

KINDERGARTEN-PRIMARY ONE COMMITTEE

Eugene A. Digga, chairman

Virginia E. Ayres

Virginia Birkhead

Georgia L. Clemens

Constance Damon

Anne Gauch

Josephine Kidd

Jean R. Lang

Helen M. Miller

Helen Waterstone

MATHEMATICS COMMITTEE

Carl Bruns, chairman,
succeeded by Daniel Faherty

Leilanetta M. Bruns

Fred C. Chipman

Evelyn Hutchins

Carolyn D. Lock

Margaret E. Lutz

Alice A. Kimmel

Edith L. McGinnis

Lawrence D. Steelman

Carl Tidrow

Isabelle P. Walk

PROBLEM LEARNER COMMITTEE

George P. Bos, chairman

Richard Carter

Ray H. Clark

Joseph A. Dafficady

Elizabeth M. Doyle

Hazel A. Fletcher

Carl H. Greenen

Melanie H. Knight

Jean R. Lang

Otto F. McClintick

Margaretta B. Stark

Lester V. Smith

Lois Trotter

Glenys G. Unruh

Virginia L. Bates

David G. Wenzel

READING COMMITTEE

Earl H. Greeson, chairman, Delmar-Harvard

Catharine Morisseau and Grace S. Rose, Blackberry Lane

Edith Mitchell and Nancy Marks, Daniel Boone

Berniece Perkins and Amy A. Miller, Delmar-Harvard

Anna Louise Larson and Ruth Colley, Flynn Park

Lenore S. Rosen and Adah N. McAllister, Greensfelder Park

Helen H. Longfield, Mary S. Hamilton and Elizabeth Moore, Jackson Park

Lola Mae Petty and Edith G. Luecke, McKnight

Georgia L. Clemons and Sarah T. Halgren, Nathaniel Hawthorne

Velma R. Mundt and Marie K. Jordan, Pershing

Cleo B. Hightower and Marilyn Smith, University Forest

SCIENCE COMMITTEE, ELEMENTARY

Lloyd W. Barnard, chairman, University Forest

James R. O'Brien, Blackberry Lane

Jean Hilton, Daniel Boone

Frank F. Zeitz, Delmar-Harvard

Jean Jose, Flynn Park

Olga L. McDaniel, University Forest

Judith A. Schleicher, Greensfelder Park

Laura P. Gibson, Jackson Park

Marion W. Green, McKnight

Elizabeth W. Hausman, Nathaniel Hawthorne

Joseph I. Diamond, Pershing

SCIENCE COMMITTEE, SECONDARY

Laurence V. Knepper, chairman, Hanley

Loren F. Blaine, Brittany

Russell R. Tuck, Senior

SOCIAL STUDIES COMMITTEE

Eugene A. Diggs, chairman, Ward

H. Hays Hope, elementary subchairman, Daniel Boone

Curtis C. Jennings, secondary subchairman, Senior

Ethlyn B. Jones and Marion G. Parker, Blackberry Lane

Ruth B. Leusley and Regina O'Connor, Delmar-Harvard

Oney Greenstreet, Daniel Boone

Miriam R. Waite and Jane N. Hill, Flynn Park

Teresa M. Recht, Greensfelder Park

Robert L. Graham and Dena Kentes, Jackson Park

William M. Hykins, Nathaniel Hawthorne

Carol M. Biernbaum, Pershing

William C. Bradford, University Forest

Wilhelmina Ashmore and Richard L. Vinson, Brittany

D. Earl Hussong and Everett L. Donoho, Hanley

Howard I. McKee, Senior

TRAVELING TEAMS AND INDIVUDUALS WHO VISITED OUTSTANDING SCHOOL PROGRAMS AND CURRICULUM CENTERS IN 1963-1964

FOCUS	SCHOOLS AND CENTERS VISITED	UNIVERSITY CITY PEOPLE	DATES
Elementary Programs	Greenwich, Norwalk, and Stanford, Connecticut; Brentwood, Long Beach, Manhasset, Ossining; and Walden School, New York	Fred E. Brooks*, Alice O. Coffman*, Frank H. Duval*, Challie Loomis*, Melvin Oppliger*, Glenys G. Unruh*	Nov. 17-20
	Concord, Lexington, Newton, Wellesley, Weston, and Watertown, Massachusetts	Elizabeth W. Hausman*, H. Hays Hope*, Margaret E. Kerr*, Edgar H. Mueller*, James R. O'Brien*, Mary Lou Wells*	Feb. 7-12
	Dade County, Florida, following the ASCD Conference in Miami	Lloyd W. Barnard, Lee Trotter, Glenys G. Unruh*	Apr. 9-10
English	Project English at Eugene, Oregon, following NCTE Convention in San Francisco	Harry H. Nugent* and Marguerite B. Slack* (NCTE only)	Nov. 28-Dec. 4
	Project English and Composition Centers: Carnegie Institute, Pittsburgh, Pennsylvania, and Richmond, Virginia	Wanda M. Bowers*, Marjorie S. Harris*	Dec. 11-17
	English Composition Centers: Cleveland, Ohio, and Lansing, Michigan	Lois E. Hachtmeyer*, John T. Ohlendorf*, Virginia G. Plank*	Feb. 17-21
	Institute of NCTE, Indianapolis, Indiana	Elizabeth Moore*, Joan Dellbrigge*	Mar. 15-21
Flexible Scheduling and Secondary Organization	Schools involved in Stanford's Project on Flexible Scheduling in Oregon and California	Mark A. Boyer*, M. F. Drury*, Harland R. Speer*	Dec. 8-13
	Philadelphia Schools and Flexible Scheduling Sessions of the Music Educators National Convention	Charles Procasky*	Mar. 11-18
	Junior High Schools in Westchester, Pennsylvania; Norwalk, Connecticut; and Wayland, Newton, Weston, Massachusetts	Jennings H. Biebel*, Joe A. Dewoody*, Mae A. Kadowski*	Mar. 2-6
	Lakeview High School in Decatur, Illinois	Mark A. Boyer*, Lloyd L. Brewen*, Leliaetta M. Bruns*, Wallace G. Klein*, Douglas C. Wilms*, Mary Zaman*	May 12

*Comprehensive Project

FOCUS	SCHOOLS AND CENTERS VISITED	UNIVERSITY CITY PEOPLE	DATES
Foreign Language	French Language Institute in Paris, France	LaVerne A. Buescher, Elizabeth A. Burke, Jim Churchman, Alice O. Coffman, Joan Dellbringge, Nancy Early, Marion W. Green, Mary Sue Hamilton, Daniel Johnson, Mildred E. Lindholm, Nancy Lou Marks, Anthony P. Mayeux, Marguerite C. McGehee, Verna M. Meyer, Amy H. Miller, Grace S. Rose, Sue Van Valkenburg, Margaret Vasey, Grace T. Williams	Jul. 28-Aug. 19
	Spanish Language Institute in Mexico City	Marie T. Jordan, Hazel A. Fletcher, Melanie B. Knight, William G. Bradford, Rhodella Mae Davis, Olga L. McDaniel, Marilyn Smith	Aug. 3-22
Humanities	Evanston and New Trier, Illinois	Edward E. Menges	Jan. 9-10
Inquiry	Inquiry Training Institute, University of Illinois	Elizabeth W. Hausman* and Olga L. McDaniel*	June 15-July 10
Kindergarten Primary	Gesell Institute of Child Development, New Haven, Connecticut	Jean R. Lang* and Alice O. Coffman*	Sept. and Apr.
	Denver, Colorado	Helen B. Miller, Marion H. Obergoenner	Jan. 7-8
	Brentwood, New York and North Haven, Connecticut	Virginia E. Ayres, Constance Damos, Reba Waterston	Feb. 17-19
Mathematics	Chicago, Illinois	Fred C. Chipman*, Carl L. Rody*	Apr. 9-10
	Dade County, Florida	Earl Tidrow	Apr. 5-10
Music	Evanston, Illinois	Mary Kay Stamper	Feb. 13-14
Programmed Instruction	National Society for Programmed Instruction, San Antionio, Texas	George P. Rau*, Sylvia H. Stryker*, Marshal A. Arky*	Apr. 2-4

*Comprehensive Project

FOCUS	SCHOOLS AND CENTERS VISITED	UNIVERSITY CITY PEOPLE	DATES
Reading	Newton and Chelsea, Massachusetts, and Bethlehem and Morristown, Pennsylvania	Earl H. Greeson*, Melanie B. Knight*, Otto F. McClintick*, Catharine Morisseau*	Jan. 19-24
	EDL Reading Workshop in Huntington, New York	Otto F. McClintick*	Feb. 24-26
	i/t/a Workshop in Bethlehem Pennsylvania and Hunter School in Philadelphia	Ellen D. Brown*, Berniece Perkins*, Goldie Tedrick*, Frank Zeitz*	May 11-13
	i/t/a Conference in London, England	Otto F. McClintick (fee only*)	July 17-Aug. 5
School Improvement Projects	Newton, Massachusetts	Eugene A. Diggs*	Apr. 17, 1963
	Eugene, Oregon	Glenys G. Unruh*	Dec. 5-6, 1963
Science	K-12 Program in Las Cruces, New Mexico	Laurence V. Knepper*	Apr. 27-28
Social Studies	Cubberley Conference on Social Studies in Stanford, California	Mark A. Boyer*	July 16-18
	Economic Education Project, Elkhart, Indiana	Miriam R. Waite	Jan. 27
	Whittier, Pasadena, Long Beach, Palos Verdes, and Los Angeles, California	Curtis C. Jennings*	May 25-29
	Wingspread Conference on New Perspectives in World History, Racine, Wisconsin	Curtis C. Jennings*	June 5-7

*Comprehensive Project

CONVENTION AND CONFERENCE ATTENDANCE 1963-1964 (NOT INCLUDED IN THE TRAVELING TEAMS)

AREA	PEOPLE	CONFERENCES
Administration	16	12
Adult Education	1	2
Art	3	3
Audio-Visual	1	1
Board of Education	3	2
Curriculum	7	5
Elementary	1	1
English	4	1
Foreign Language	6	4
Guidance, Psychology	16	12
Health, Physical Education, and Safety	9	9
Home Economics	2	2
Industrial Arts	2	2
Library	8	2
Medical Services	2	3
Music	7	4
Reading	1	1
Science	4	2
Secretarial	12	1
Social Studies	7	6

194 persons attended conferences or visited programs away from University City in 1963-1964.